

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-
QUALITY CHARTER SCHOOLS (84.282M)**

CFDA # 84.282M

PR/Award # U282M100029

OMB No. 1894-0006, Expiration Date:

Closing Date: JUL 07, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
Propel Schools Equity Statement	e13
7. Dept of Education Supplemental Information for SF-424	e14

Narratives

1. Project Narrative - (Abstract...)	e15
Propel Abstract	e16
2. Project Narrative - (Priorities...)	e17
Propel Competitive Priorities	e18
3. Project Narrative - (Project Narrative...)	e21
Propel Narrative	e22
4. Project Narrative - (Section 1 - Other Attachments: Resumes/Curricu.....)	e83
Resumes	e84
5. Project Narrative - (Section 2 - Other Attachments: Letters of Support...)	e105
Letters of Support	e106
6. Project Narrative - (Section 3 - Other Attachments: Proof of Non-Pr.....)	e126
Proof of Non-Profit Status	e127
7. Project Narrative - (Section 4 - Other Attachments: Schools Operate.....)	e129
Schools Operated by the Applicant	e130
8. Project Narrative - (Section 5 - Other Attachments: Student Academi.....)	e132
Student Academic Achievement	e133
9. Project Narrative - (Section 6 - Other Attachments: Supplemental Or.....)	e153
Supplemental Organizational Budgets & Financial Information	e154
10. Project Narrative - (Section 7 - Other Attachments: Additional Info.....)	e165
Additional Information	e166
11. Budget Narrative - (Budget Narrative...)	e190
Propel Budget Narrative	e191

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/14/2010		4. Applicant Identifier:	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: N/A	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Propel Schools Foundation			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 201110096		* c. Organizational DUNS: 962389644	
d. Address:			
* Street1:		3447 E Carson Street	
Street2:			
* City:		Pittsburgh	
County:			
State:		PA	
Province:			
* Country:		USA	
* Zip / Postal Code:		15203	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Mr.	* First Name: Jeremy
Middle Name:			

* Last Name: Resnick

Suffix:

Title: Executive Director

Organizational Affiliation:

* Telephone Number: (412)325-7305

Fax Number: (412)325-7309

* Email: JRESNICK@PROPELSCHOOLS.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

*** 12. Funding Opportunity Number:**

ED-GRANTS-052410-001

Title:

Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Replication and Expansion of Propel's Award-Winning School Model

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: PA-014

* b. Program/Project: PA-014, DE-all

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 4104475
b. Applicant	\$ 1058750
c. State	\$
d. Local	\$
e. Other	\$ 0
f. Program Income	\$
g. TOTAL	\$ 5163225

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Jeremy

Middle Name:

* Last Name: Resnick

Suffix:

Title: Executive Director

* Telephone Number: (412)325-7305 Fax Number: (412)325-7309

* Email: JRESNICK@PROPELSCHOOLS.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NA

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Propel Schools Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 122,500	\$ 289,400	\$ 218,400	\$ 318,422	\$ 331,159	\$ 1,279,881
2. Fringe Benefits	\$ 44,100	\$ 104,183	\$ 81,617	\$ 114,632	\$ 119,217	\$ 463,749
3. Travel	\$ 13,000	\$ 12,000	\$ 5,000	\$ 0	\$ 0	\$ 30,000
4. Equipment	\$ 94,403	\$ 57,000	\$ 215,812	\$ 57,000	\$ 53,800	\$ 478,015
5. Supplies	\$ 477,000	\$ 272,000	\$ 272,000	\$ 272,000	\$ 271,830	\$ 1,564,830
6. Contractual	\$ 85,000	\$ 85,000	\$ 58,000	\$ 30,000	\$ 30,000	\$ 288,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 836,003	\$ 819,583	\$ 850,829	\$ 792,054	\$ 806,006	\$ 4,104,475
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 836,003	\$ 819,583	\$ 850,829	\$ 792,054	\$ 806,006	\$ 4,104,475

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☒ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: __/__/__ To: __/__/__ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Propel Schools Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 118,976	\$ 0	\$ 0	\$ 118,976
2. Fringe Benefits	\$ 0	\$ 0	\$ 39,836	\$ 0	\$ 0	\$ 39,836
3. Travel	\$ 0	\$ 0	\$ 0	\$ 2,000	\$ 2,000	\$ 4,000
4. Equipment	\$ 215,000	\$ 215,000	\$ 56,188	\$ 213,000	\$ 196,750	\$ 895,938
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 215,000	\$ 215,000	\$ 215,000	\$ 215,000	\$ 198,750	\$ 1,058,750
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 215,000	\$ 215,000	\$ 215,000	\$ 215,000	\$ 198,750	\$ 1,058,750

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Jeremy Resnick
Title: Executive Director
Date Submitted: 07/14/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jeremy Resnick Title: Executive Director Applicant: Propel Schools Foundation Date: 07/14/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Propel Schools Foundation

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Jeremy Middle Name:

Last Name: Resnick Suffix:

Title: Executive Director

Signature:

Date:

07/14/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Propel Schools Equity Statement

File : C:\fakepath\GEPA - Equity Statement.pdf

Equity Statement

The Propel Schools Foundation and its affiliated schools take significant proactive steps to advance equity concerns. Indeed, one of Propel's main purposes is to address the substantial inequities and related achievement gaps that exist in U.S. public education.

Propel intentionally places its schools only in locations where they can serve a high-need population. As a result, 65 percent of its current students are minorities and 75 percent are eligible for free or reduced-price lunch.

Moreover, Propel's promotional activities are specifically aimed at high-need communities. By way of illustration, the Woodland Hills School District, in which two Propel schools (including one opening in fall 2010) are located, is a racially integrated district created by court order in the 1970s. When recruiting for these schools, Propel advertises and holds community meetings in Woodland Hills's resource-poor municipalities, such as Braddock and Rankin, but not in wealthier areas.

Propel strives similarly to recruit a teaching staff reflective of its predominantly minority student population.

Propel also works to provide equity for students with disabilities, as its educational model provides for full inclusion of these students. More generally, Propel has an organization-wide policy of nondiscrimination by gender, race, national origin, color, disability, or age.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Jeremy Resnick

Address:

* Street1: 3447 E Carson St.

Street2:

* City: Pittsburgh

County:

* State: PA * Zip / Postal Code: 15203 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(412)325-7305 (412)325-7309

Email Address:

JRESNICK@PROPELSCHOOLS.ORG

2. Applicant Experience

Novice Applicant ☒ Yes ☐ No ☐ Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:**Attachment:**

Title : Executive Director

File :

Project Narrative

Abstract

Attachment 1:

Title: **Propel Abstract** Pages: **1** Uploaded File: **Abstract - FINAL.pdf**

Replication and Expansion of Propel's Award-Winning School Model

Submitted by the Propel Schools Foundation
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The Propel Schools Foundation of Pittsburgh, Pa. seeks funding from the U.S. Department of Education's "Replication and Expansion of High-Quality Charter Schools" grant program to support expansion of one existing Propel K-8 school (by adding a high school); replication of Propel's educational model at four new schools; and implementation of Propel's model at an existing charter school in Wilmington, Delaware currently designated for school improvement.

Propel's existing schools have guided disadvantaged students to improved academic achievement. Propel's educational model is based on a vision of inspiring each student toward three goals—academic excellence, community service, and personal power—and on six "Promising Principles" that together create a distinctive, high-energy, motivating school climate: agile instruction, embedded support, culture of dignity, fully valued arts program, vibrant teaching communities, and quest for excellence. Propel is significantly outperforming statewide averages and its sending districts with regard to overall test scores as well as in performance by educationally disadvantaged and minority students.

Anticipated project outcomes include the establishment of six new schools implementing Propel's educational model, achieving student academic proficiency rates higher than statewide averages while serving a predominantly educationally disadvantaged student body; expanded learning opportunities for disadvantaged students; and high rates of parent satisfaction, student retention, and teacher retention.

Project Narrative

Priorities

Attachment 1:

Title: **Propel Competitive Priorities** Pages: **3** Uploaded File: **Propel Competitive Priorities - FINAL.pdf**

Propel Schools Foundation

Fulfillment of Absolute and Competitive Preference Priorities

The Propel Schools Foundation's application for "Replication and Expansion of High-Quality Charter Schools" funds meets the absolute priority and all three competitive preference priorities specified in the grant announcement, as follows:

Absolute Priority – Experience Operating or Managing More Than One High-Quality Charter School

Propel qualifies within the absolute priority as the operator of five charter schools near Pittsburgh, Pa. Although its high school is relatively new, data on Propel's four K-8 schools show considerable evidence of quality education. Propel schools are significantly outperforming statewide averages and the achievement levels of its sending school districts, both overall and with regard to low-income and minority subgroups. Most impressively, Propel's McKeesport school has attained achievement levels comparable to schools in Pittsburgh's most affluent suburbs, earning a national award as the top elementary school in New Leaders for New Schools' Effective Practices Incentives Consortium.

Competitive Preference Priority 1 – Low-Income Demographic

This competitive preference priority requires that the applicant demonstrate that at least 60 percent of students at the schools that it operates or manages are from low-income families. Eligibility for free or reduced-price lunch is one acceptable means of determining whether a student is from a "low-income family."

During the 2008-2009 school year, 73.5 percent of Propel's students were eligible for free or reduced-price lunch. This figure can be verified by looking up Pennsylvania's school lunch program data at

www.education.state.pa.us/portal/server.pt/community/national_school_lunch/7487, selecting the year 2009, and searching for Propel.

Competitive Preference Priority 2 – School Improvement

This competitive preference priority requires that the applicant be in partnership with and designed to assist one or more LEAs for the purpose of serving students in a school designated for school improvement.

Propel Schools is partnering with Eastside Charter School in Wilmington, Delaware in its proposal. The purpose of this partnership is make it possible for Propel to assist Eastside in implementing academic and structural interventions at its school so that, following these activities, the Propel model will be in place at the school and results at Eastside would be comparable to those at existing Propel schools. This partnership would be one of the six expansion/replications proposed in this application.

Eastside Charter School is considered an LEA. Eastside Charter School has been identified for improvement, closure or restructuring by the state of Delaware pursuant to criteria established in the state's School Improvement Grant award which was approved by USDOE in June 2010 (see http://www.doe.k12.de.us/aab/accountability/Accountability_Files/SIGList1withoutsmallschoolwaiverSIGapplication2-10.pdf).

A letter of partnership from Eastside Charter School is attached.

Competitive Preference Priority 3 – Matching

This competitive preference priority requires that the applicant provide matching funds equivalent to 25 percent of the grant amount requested and that it demonstrate the availability of these funds.

Thanks to prudent, efficient management and strong philanthropic support, Propel has accumulated more than ample reserves to commit the required match of slightly more than \$1 million for its grant proposal. Attachments Section 6 contains an audited 2009 balance sheet and an unaudited 2010 balance sheet confirming that Propel has these funds available and that they are not obligated for other purposes.

Project Narrative

Project Narrative

Attachment 1:

Title: **Propel Narrative** Pages: **60** Uploaded File: **Project Narrative - FINAL.pdf**

Replication and Expansion of Propel’s Award-Winning School Model

A proposal for funding from the U.S. Department of Education’s Charter School Program

July 2010

Table of Contents

Introduction (page 1)

Alignment with Competitive Priorities and Selection Criteria (page 2)

Section A (page 3)

Section B (page 7)

Section C (page 21)

Section D (page 22)

Section E (page 46)

Section F (page 48)

Section G (page 49)

Section H (page 54)

Section I (page 54)

Section J (page 56)

Section K (page 59)

Section L (page 60)

Replication and Expansion of Propel's Award-Winning School Model

A proposal for funding from the U.S. Department of Education's Charter School Program

July 2010

Introduction

Replication of successful charter schools is becoming an increasingly important school reform strategy in U.S. public education. The Propel Schools Foundation, based in Pittsburgh, Pa., offers the U.S. Department of Education's Charter Schools Program an opportunity to support expansion of a unique, promising school model, specifically designed to reach disadvantaged students, at modest cost.

Propel has established charter schools operating at five locations near Pittsburgh, with a sixth opening in fall 2010. All of its schools have significantly outperformed the school districts in which they are located while serving a predominantly minority, economically underprivileged population. One of those schools has attained national prominence as the top elementary school in New Leaders for New Schools's most recent Effective Practices Incentive Consortium (EPIC) competition.

Propel's schools are distinguished by their ability to lead disadvantaged students to improved academic achievement while maintaining a strong focus on the arts and a schoolwide emphasis on interpersonal respect and community service. Propel now wishes to build on its substantial successes by expanding both within and beyond Pennsylvania. A Charter Schools Program replication and expansion grant will enable the replication of this innovative, nonproprietary school model that could become a guide and inspiration for dedicated educators across the U.S.

Alignment with Competitive Priorities and Selection Criteria

Propel's capacities, performance record, and resources are very closely aligned with the priorities of this federal grant competition. Not only are Propel schools producing high student achievement and closing achievement gaps, but this proposal fulfills all three Competitive Priorities. Propel's existing schools serve a significantly disadvantaged student body, 73.5 percent of whom are eligible for free or reduced-price lunch. Propel's cost-effective educational model, prudent fiscal planning, and enthusiastic support from philanthropic sources have enabled the organization to assemble ample cash reserves to meet the competition's matching funds priority. And Propel had already initiated discussions regarding the replication of its model at struggling schools in Delaware, a step that a federal Charter Schools Program grant would make possible.

For reviewers' convenience, a brief guide to the location of information directly responsive to this competition's stated selection criteria follows.

Quality of the eligible applicant: According to the selection criteria, applicant quality will be judged primarily through the academic performance of the students the applicant's schools serve. Propel's impressive student achievement data are presented in detail in Attachment Section 5; highlights of Propel's success in raising student achievement (especially for educationally disadvantaged students), closing achievement gaps, and meeting other key objectives are summarized under "Impact of Propel's Educational Model" at the end of Section D of this narrative.

Contribution in assisting educationally disadvantaged students: Section D of this narrative explains how Propel's educational model is designed specifically to serve disadvantaged students; section G discusses how Propel takes extraordinary steps to involve

parents of disadvantaged students, along with community resources, in a shared commitment to helping these students attain academic excellence; and section J describes how Propel’s outreach plan ensures that disadvantaged students are predominantly represented in the student body. Again, data in Attachment Section 5 show in extensive detail that Propel’s disadvantaged students are succeeding at levels far above their peers both statewide and in the school districts from which Propel draws its students.

Quality of the project design: The project goals, while some of them may sound ambitious, are definitively achievable; in fact, as explained at the end of Section D, Propel has been achieving them at its existing schools. As for gaining information to support future replications (criterion (c)(ii)), this project will add documentation of many implementation aspects (such as staff selection and professional development in a turnaround context) to the already established documentation on Propel’s “Promising Principles” and school procedures.

Quality of the management plan: Section B describes Propel’s stable governance and management structure, the competencies of its experienced leadership, and the plan for addressing any instances in which schools do not attain Propel’s usual high quality. Section F explains why Propel schools are highly sustainable financially. Long-term financial plans and evidence of support from key stakeholders, including Delaware’s secretary of education, are provided among the attachments.

Section A. Describe the objectives of the project for replicating or substantially expanding high-quality charter schools and the methods by which the applicant will determine its progress toward achieving those objectives.

Propel’s ultimate project goal is to develop public charter schools marked by high student achievement. More specifically, Propel aims to close historic achievement gaps and enable educationally disadvantaged students, including lower-income and minority youths, to attain

achievement levels generally associated with more affluent students. The following discussion describes both process and outcome objectives along the way to this ultimate goal, along with measures to assess progress toward achieving those objectives.

School Development Objectives

New Pennsylvania schools. Propel will substantially expand one existing school and open four new schools in southwestern Pennsylvania during the grant period. These will include:

- Expanding Propel Montour from K-8 to K-12 (expansion projected to begin in fall 2011)
- A new K-8 school west of Pittsburgh, to serve the ongoing demand reflected by Propel Montour's extensive waiting list (opening projected in fall 2012)
- Two new K-8 schools in the city of Pittsburgh (openings projected in 2013 and 2014)
- A high school in the city of Pittsburgh (opening projected in fall 2015)

Delaware school turnaround. Propel will fully implement its model at EastSide Charter School in Wilmington, Delaware. EastSide is an LEA that serves an almost exclusively low-income and African-American student body. The school's low student performance led the state of Delaware to designate it for improvement, closure or restructuring. This effort will begin during year 1 of the grant period as Propel evaluates the school and proposes a turnaround plan. Propel's educational model will be implemented beginning in fall 2011.

Progress measures for school development:

- Each school should open or undergo turnaround on the schedule indicated above and should add grades in accordance with the plan included in Attachments Section 7. (For example, Propel elementary-middle schools generally open with grades K-4 and add one grade a year, reaching K-8 status in their fifth year.)

- Each school should be fully subscribed. (Because of student turnover issues, Propel considers a school fully subscribed if average daily enrollment is at least 95 percent of planned capacity.)
- Each school should be fully implementing the Propel model. Propel’s school model hinges on six “Promising Principles” to be described in detail in section D below. Multiple methods will be used to track the implementation of these principles in each school by the end of that school’s first academic year and each year thereafter. These include use of Agile Instruction components; establishment of powerful Embedded Support practices for students and staff; presence of a Fully Valued Arts Program; and establishment of a Culture of Dignity that leads parents, students, and teachers to feel valued as members of the school community.

Non-Academic School Performance Objectives and Progress Measures

Parent satisfaction. A recent Phi Delta Kappa/Gallup poll found that 74 percent of parents nationally gave their child’s school an overall grade of A or B. Propel aims for much more complete parent engagement and much higher parent satisfaction levels; its existing schools have received grades of A or B from 92 percent of parents. Each Propel school will include this question on its annual parent survey. *Progress measure:* each school should receive an A or B from at least 90 percent of parents.

Expanded opportunities for disadvantaged students. Propel is committed to giving its students a wide range of experiences aimed at mitigating the “exposure gap” that often limits the development of children from resource-poor families relative to their more affluent peers.

Progress measure: by the end of year 1 and thereafter, students will be engaged with a variety of

artists from the community during a fully implemented CreativeArts block (at least one hour per day at K-8 and two hours per week 9-12).

Teacher retention. Satisfied, motivated teachers are an essential component of Propel schools' success. Teacher satisfaction will be quantified through measurement of teacher retention rates. *Progress measure:* 90 percent of each school's teachers (not including any teachers whose contract Propel chooses not to renew) will return to Propel for the following year.

Student retention. Disadvantaged students have a greater chance of success when they experience a stable educational environment. Propel will use student retention as a measure of its success in providing this environment. Of course, some families will relocate or experience life changes outside Propel's control, but Propel believes the following *progress measures* regarding retention are attainable:

- 90 percent of students beginning the academic year at each new Propel school will complete the year at the same school
- 90 percent of students completing the academic year at each new Propel school (excluding high school graduates) will return for the following year.

Academic Objectives

In accordance with the stated purpose of this Charter Schools Program grant opportunity, Propel has established the following intermediate and long-term objectives for raising academic performance overall and particularly among lower-income and minority students.

For each school year:

- Fall to Spring growth on a nationally normed reading assessment (NWEA MAP) will equal or exceed gains in the national norm reference group;
- Growth on a nationally normed math assessment (NWEA MAP) will equal or exceed

gains in the national norm reference group.

At the end of year 3 and thereafter:

- The percentage of Propel students achieving proficiency on the state reading assessment will exceed the percentage of students reaching proficiency statewide;
- The percentage of Propel students achieving proficiency on the state math assessment will exceed the percentage of students reaching proficiency statewide;
- The percentage of students from lower-income and minority subgroups achieving proficiency on state assessments should be at least 7 points higher than state averages for like groups.

For reviewers' convenience, Attachments Section 7 contains a summary of these project objectives and measures in chart form. In addition, Attachments Section 7 contains a more extensive list of indicators that Propel uses to gauge progress of all its schools.

Section B. Describe how the applicant currently operates or manages the charter schools for which it has presented evidence of success, and how the proposed new or expanded charter schools will be operated or managed. Include a description of central office functions, governance, daily operations, financial management, human resources management, and instructional management. If applying as a group or consortium, describe the roles and responsibilities of each member of the group or consortium and how each member will contribute to this project.

The Propel network of schools has built a strong, stable management organization effectively suited to ensure the delivery of efficient and responsible governance, administrative professionalism, consistent educational quality, and careful replication of Propel's educational model at each new school. Because its schools share both common management and common governance, Propel is able to provide consistent implementation and consistent support. Growth plans are carried out at a manageable pace that preserves the current high performance levels at

existing schools and permits the promotion of professionals already experienced in the Propel model into leadership positions at new schools.

Oversight Boards and Committees

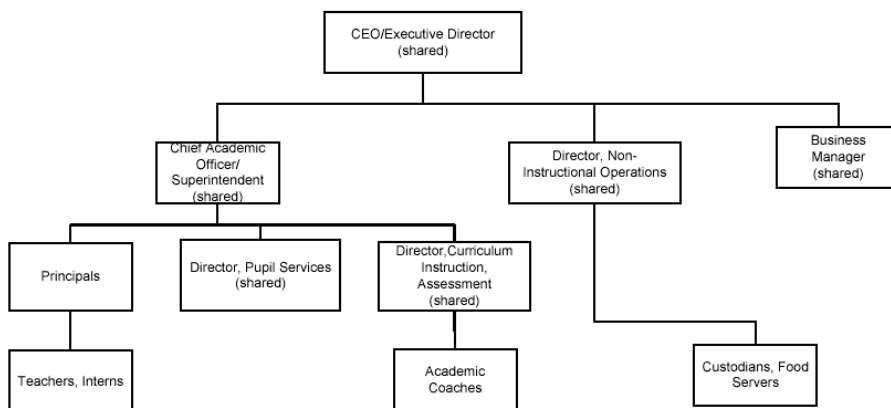
Board of trustees. Propel’s governance begins with a high-level board of trustees. Among the many Pittsburgh-area educational and civic leaders who have invested substantially in Propel, 17 respected leaders committed to high-performance schooling and to Propel’s mission have agreed to serve as board members, serving staggered four-year terms. Selection criteria include candidates’ outstanding expertise in one or more areas relevant to school success and their willingness to invest the time necessary to be effective public school trustees. Because Pennsylvania law recognizes each charter school as a separate local education agency (LEA), these leaders are officially appointed as trustees of each Propel school operating in the state. These individuals would become trustees of each of the four new Pennsylvania schools proposed. A list of board members appears in Attachments Section 7.

Educational Advisory Committee. Propel obtains further expert input, along with important connections with leading education researchers, through its Educational Advisory Committee. This committee includes representation of major local universities with research components (the University of Pittsburgh, Carnegie Mellon, Duquesne, and Penn State) along with the Allegheny County Executive’s community outreach director and the United Way’s director of community initiatives. This high-level group holds a day-long meeting once a year with Propel’s academic leadership to discuss curriculum and programmatic issues in depth. Committee members are also contacted individually throughout the year for their input on curricular and instructional matters related to their expertise.

School council. Each Propel-managed school has its own school council, which provides a vehicle for involving parents and local community members meaningfully in school decision making. The main purpose of the school council is to give those most affected by the day-to-day operation of the school—students, parents, teachers, staff, and concerned community members—a formal mechanism for participating in its governance. In practice, this body enables each Propel school to take on a unique flavor and to be responsive to the needs of its immediate constituency while remaining faithful to Propel’s core educational principles and methods.

Central Office Leadership Functions

The board of trustees oversees a single central administrative office, responsible for management of all Propel schools. This central office will guide all the activities described in this proposal. This is a highly talented team with the capacity to lead implementation of the Propel program at the new and expansion sites described in this proposal. An organizational chart appears below, followed by descriptions of key positions and biographies of the experienced staff who occupy those positions.



Executive director. Propel’s executive director fulfills the following administrative responsibilities:

Governance: (1) Assists the board of trustees in developing vision, overall direction, and short and long-term goals; (2) works with the board president to establish the board's role, annual calendar, meeting agenda, and accountability measures; (3) keeps the board fully informed of the condition of the school, including all material legal issues; (4) recommends policy positions concerning mission and program, governance and management, and legislation; (5) leads the implementation of board policies; (6) works with the board's Nominating Committee to recruit, screen, and nominate new trustees; and (7) helps the board monitor and evaluate organizational effectiveness.

Operations: (1) Ensures ongoing operation of the organization and its programs in accordance with board policy, contracts, charters, and legal requirements; (2) leads senior management team that includes the chief academic officer and business manager; (3) reviews and approves contracted services.

Educational environment, programs, and policies: (1) Ensures that programs adhere to school mission and purposes, school charters, board policies, and regulatory requirements; (2) ensures that a plan is in place to assess the implementation and outcomes of programs; (3) ensures that programs are effective in design and implementation; and (4) ensures that a regular review process is in place so that changes are based on documented needs.

Budget and finance: (1) works with the board and business manager to ensure financing to support long and short-term goals; (2) works with business manager and chief academic officer to propose annual operating budgets for approval by the board.

Fundraising: (1) Assists the board and its committees to design, implement, and monitor a viable fundraising plan, policies and procedures; (2) develops and maintains relationships with

major givers; (3) prepares major grant requests; and (4) oversees compliance with grant requirements and reporting.

Legal: (1) leads the preparation of the annual report and charter renewal application; (2) assures the filing of all legal and regulatory documents; and (3) monitors compliance with relevant laws and regulations.

Jeremy Resnick, Propel's founding executive director, has guided the organization's growth into a nationally prominent charter management entity and a regional force in reforming Southwestern Pennsylvania public education. Under his leadership, Propel has become one of the nation's highest-performing charter school organizations, with long waiting lists and with student achievement results better than any demographically comparable public school district in the region. His work has been recognized with the Pittsburgh Business Times 2007 Diamond Award and the Pittsburgh Social Venture Partners 2009 Social Venture Award. Prior to founding Propel, he was a founder and administrator at Northside Urban Pathways Charter School, a founder and director of the Charter Schools Project at Duquesne University, founder and director of the Steel Center Technical Academy, and a mathematics teacher in the Pittsburgh Public Schools.

Instructional management. Propel's chief academic officer (i.e., superintendent of schools) carries primary responsibility for instructional management. She reports to the executive director and fulfills the following responsibilities:

School operations and personnel: (1) oversees the daily operation of all school programs and scholastic activities; (2) recruits and hires directors, principals, teachers, nurses, counselors, contracted services providers, paraprofessionals, and other staff members whose work is relevant to Propel's academic programs (establishing a system of supervision and evaluation to be implemented by the building principals); (3) establishes positive school culture through climate,

scheduling, rituals, procedures and celebrations; (4) demonstrates results in teacher and student retention, student attendance, student achievement, and parent, student and community perception of schooling at Propel; (5) works with the business manager and executive director on Propel's annual operating budget.

Professional development: (1) establishes and facilitates a professional development program to attract, support, and retain an administrative and teaching staff; (2) develops and coordinates schoolwide mentoring and coaching programs; (3) facilitates workshops for principal, teacher trainers, teachers, and all members of the instructional support staff.

Curriculum and instruction: (1) leads process for continuous improvement and development of a successful curriculum and instructional model; (2) facilitates the selection of instructional texts and materials; (3) establishes benchmarks and selects and implements student assessments; (4) provides ongoing review and evaluation of curriculum and instruction; (5) facilitates the work of a team of educational advisors who will participate in an annual review of the academic program.

Outreach: (1) speaks to members of community groups, school leaders, representatives of business and industry, and postsecondary educators about Propel's programs; (2) secures and develops partnerships with the above-mentioned groups.

Dr. Carol Wooten, Propel's chief academic officer, was superintendent (and, before that, middle school principal and director of curriculum of instruction) at the South Side Area School District (Beaver County, Pa.) prior to becoming Propel's first chief academic officer. She has also taught biology and other sciences for 18 years and served as a high school principal in the Riverview School District near Pittsburgh. Dr. Wooten was a researcher and evaluator for the University of Pittsburgh on the New Futures Project, which sought to reduce dropout rates in

Pittsburgh schools. She has served as co-chair of the Curriculum and Instruction Committee for Pennsylvania ASCD and is a member of the Western Pennsylvania Superintendents Forum.

Financial management. Propel's business manager carries primary responsibility for financial management. He reports to the executive director and fulfills the following:

Financial administration: (1) communicates financial strategy to external stakeholders including lenders, underwriters, and funders; (2) establishes effective financial controls; (3) produces financial reports to support decision making at the staff and board level; (4) manages budget development; (5) oversees financial records; (6) maintains oversight over all Propel accounts; (7) maintains general ledgers, trial balances, financial reports, and balance sheets; (8) ensures the timely filing and payment of all employee salaries; (9) arranges and facilitates audits; and (10) ensures completion of all required financial filings.

Facilities: constructs facility financing plans, including debt financing where necessary.

Darryl Robinson, Propel's business manager, has extensive experience in business management, finance and accounting. Prior to coming to Propel, he provided senior level management and financial consulting to medium-sized businesses and business owners throughout Western Pennsylvania. In addition to his prior work as a consultant, he was vice president and chief financial officer of Trilogic Corporation, a high-tech company in western Pennsylvania; senior manager at the Federal Reserve Bank of Cleveland; commercial auditor with Arthur Andersen & Company; and a lieutenant in the U.S. Navy. He is a Certified Public Accountant and a Certified Financial Planner. He serves as treasurer of the Negro Emergency Education Drive board of trustees, president of the Pittsburgh alumni chapter of the Alpha Phi Alpha fraternity, and VP of FROGS, a Pittsburgh African-American social organization.

Non-instructional operations. Propel's central office also employs a full-time director of non-instructional operations, who reports to the executive director and covers the following areas of responsibility:

- Facility identification, financing, design, development (i.e., construction or renovation), and ongoing maintenance
- Human resource management
- Oversight of office arrangements at both the central administrative building and individual schools
- Administering physical plant management, custodial care, sanitation, and security
- Administering and supervising food programs

Richard Snyder, Propel's director of non-instructional operations, was previously regional administrator for Allegheny Valley Schools in Philadelphia. There he was responsible for the development and operation of 16 healthcare facilities. A graduate of the University of Pittsburgh, Mr. Snyder also gained operational experience as a general manager in the restaurant industry and as manager of several remodeling projects in Pittsburgh and along the East Coast.

Director of curriculum, instruction, and assessment. This Propel administrative staff member (1) oversees the literacy and math coaches at all K–8 schools; (2) oversees the administration of all assessments and the collection, analysis, and sharing of assessment data across all Propel buildings; (3) implements annual Propel-wide surveys, collects and analyzes data from these surveys, and directs the dissemination of data to all Propel buildings and other stakeholders; (4) directs the work of K-8 content area committees in maintaining a process of continuous improvement, developing and enhancing successful curriculum and instructional

models, and selection of instructional texts and materials; and (5) designs and implements mentoring, teacher induction, and professional development programs.

Randall Bartlett, Propel's director of curriculum, instruction, and assessment holds a B.A. in History and Religion from Oberlin College, a M.Ed in Elementary Education from Antioch University and an Educational Leadership and Principal's Certification from Keene State College. He taught 3rd and 4th grade in addition to 5th grade Science and Social Studies at the Acworth Center School in Acworth, New Hampshire. He also taught Kindergarten at the Benjamin Franklin School in Keene, New Hampshire. Mr. Bartlett served as the Elementary Literacy Curriculum Coordinator for the Fall Mountain Regional School District. He also worked as the Director of Academic Assistance Programs for an Ohio United Way organization, which provided academic support for K-12 students in literacy and mathematics. Mr. Bartlett served as the Assistant Principal at Propel East in the 2006-2007 school year and at Propel Montour in the 2007-2008 school year.

Director of pupil services. This leadership position involves the following responsibilities: (1) maintaining liaison relationships with all Propel administrators so as to facilitate effective pupil service; (2) development, implementation, and evaluation of all programs and services for children with disabilities; (3) coordinating pupil services and special education with regular education; (4) assisting the chief academic officer and business manager in preparing a budget for special education and pupil services; (5) maintaining relations with appropriate community agencies and resources that facilitate services to children within pupil services/special education programs; (6) keeping Propel schools informed of their responsibilities concerning compliance with laws and regulations affecting special education/pupil services; (7) ensuring compliance with relevant state and federal laws; (8)

establishing and overseeing record-keeping methods relating to students concerning pupil services/special education (9) submitting an annual report concerning pupil services and special education to the chief academic officer; (10) preparing all forms required to ensure legal compliance with state and federal laws pertaining to special education; (11) providing in-service training on special education issues; (12) recruiting and recommending candidates for special education staff positions; (13) managing special education extended school year (ESY) programs; (14) coordinating services to English language learners, homebound students, homeless students, or those in the child welfare system; and (15) coordinating section 504 plans.

Mandi Davis Skerbetz, Propel's director of pupil services since 2006, holds a B.S. in elementary education and a Master's of Science in special education from Duquesne University. Prior to joining Propel, Ms. Davis Skerbetz worked for two prominent Pittsburgh-area programs for students with special needs, the Watson Institute and Pressley Ridge, in their autism programs. Ms. Davis Skerbetz began teaching special education and gifted education when Propel opened its first school, Propel Homestead. She currently teaches undergraduate and graduate courses at the University of Pittsburgh, where she is pursuing an Ed.D. in special education with a focus on emotional and behavioral disabilities.

School-Level Management

The principal is the on-site manager of each individual Propel school. Propel has established a practice of appointing, as the first principal of each new school, someone with prior experiencing working in another Propel school; the principal thus becomes the leader who ensures effective replication of the educational model. Other responsibilities of each principal:

Management, administration, and teacher development: (1) oversees all programs and scholastic activities at the school; (2) directly manages all full-time and part-time staff at the

school; (3) leads the screening of teacher candidates; and (4) leads the review of teachers and other staff by conducting evaluations.

Educational curriculum and instruction: (1) regularly observes instruction and evaluates educational programs to ensure conformance with school and state standards; (2) directs preparation of class schedules, cumulative records, and attendance reports; and (3) participates in the development of new educational programs.

Educational environment: (1) conducts discussions with parents, teachers, and students concerning the school learning environment; (2) counsels and disciplines students; (3) gives individual guidance for problems; (4) develops emergency policies and procedures, and conducts drill and practice opportunities (e.g. fire drills); and (5) continuously monitors building safety and security.

Relationships with parents and the community: (1) develops a plan for regular administration and faculty communication with parents and parent groups, including the school council; (2) seeks feedback from parents and the community on teachers, school leadership, and specific programs; and (3) incorporates parent and community input into the school's planning processes and educational activities.

Two Propel principals will participate in the project team. **Tina Chekan**, principal at the national award-winning Propel McKeesport school, taught elementary classes at Propel Homestead for two years and then was assistant principal and literacy coach at Propel McKeesport before her promotion to principal. She holds an M.Ed. in deaf education from the University of Pittsburgh and has previous teaching experience in urban and special-needs settings. **Joe Oliphant** was an elementary teacher at Propel East for three years and then Propel's coordinator of technology integration for two years; he will be the first principal at

Propel Braddock Hills when it opens in fall 2010. Mr. Oliphant received an M.Ed. and his K-12 principal certification from California University of Pennsylvania.

Additional Key Features of Propel’s Educational Management

School ownership. One key strength of Propel’s existing Pennsylvania schools is that Propel functions as both owner and operator. As a result, Propel can effectively deliver shared management and maintain consistent quality in all its schools.

Accessible leadership. Propel’s chief academic officer communicates daily via phone and email with principals in each buildings. She visits each building at least twice a week to meet with principals and teachers and to observe classroom instruction. She is available at all times to answer questions or address urgent issues.

Regular team meetings. The chief academic officer leads a Propel administrative team meeting once a month, with principals and assistant principals attending. Key issues related to school programming are discussed, typically with a focus on one topic (e.g., assessments). The chief academic officer also updates administrators on input she has collected from central office staff. One piece of new educational research is discussed at each meeting.

Balancing essentials with site-based autonomy. Propel’s curriculum, foundational instructional methods, and creative arts programs are essential components of each Propel school. Within this structure, principals have extensive autonomy to manage their own schools; for example, the specific content of character education programs or music offerings may differ between schools.

Within each Propel school, communication is also fluid and frequent. Principals conduct one formal meeting per week with their school leadership team, including assistant principals and math and literacy coaches. Twice a month, principals hold Instructional Cabinet meetings,

which include teachers from each grade level and content area. A wide range of issues are discussed at these meetings, including assessments, performance data, school programs, and instructional issues.

Evaluation. Principals are formally evaluated by the chief academic officer at the end of each year. Performance standards include facilitating a schoolwide vision of learning; school culture and instructional program; school management; collaboration with families and communities; and acting with fairness and integrity. Teachers, parents, and students also complete an evaluation of the principal; results are shared with principals during their evaluation.

Teacher employment. Teacher selection is a crucial component of Propel’s success. Teachers interview with Propel as an organization, not for an individual school position. The multifaceted interview process, including demonstration of teaching and collaborative capacities, is further described in section D. Teachers, like all Propel staff, are reviewed for retention each year. Salary increases are based on teacher evaluations. To ensure successful implementation of Propel’s unique culture in a new school, teachers with prior Propel experience are invited to transfer into first-year schools.

Central office expansion. Propel recognizes the need for its central office (which represents only about 10 percent of Propel’s total costs) to grow along with the organization’s number of schools and students. To maintain consistent quality and “high-touch” oversight as its operations double in size over the proposed grant period, Propel expects to add “cluster leaders,” reporting to the chief academic officer and responsible for groups of three or four schools, to its administrative team. These positions, as part of ongoing operations, will be funded from annual operating revenues, not grant funds.

Implementation coaches. Each new Pennsylvania school opened during the project will have a full-time implementation coach on site for its first three years (beginning on July 1 prior to the school's fall opening). This coach will have prior personal experience with implementation of Propel's model. The coaches will support teachers' continuing development of classroom skills relevant to effective model implementation and will assist in creation of a desirable school culture. They will also document effective implementation steps so as to facilitate further dissemination of this model.

Managing the Delaware replication. The proposed implementation of Propel's model at EastSide Charter School in Wilmington, Delaware, as Propel's first endeavor outside western Pennsylvania or with a school "owned" by another party, will require some minor adjustments. Propel will evaluate the school's current strengths and needs and submit a full turnaround plan to EastSide's governing board, including staffing recommendations, by February 2011. Propel will select EastSide's staff beginning with the 2011-2012 school year and will also deliver professional development in summer 2011, equipping teachers to apply Propel's model. Because EastSide will be geographically distant from Propel's central office, a principal-level Director of Model Implementation, familiar with Propel's educational approach, will be assigned full-time to the site for its first two years. Like the implementation coaches in Pittsburgh, this staff member will assist with ongoing teacher development, school culture development, and documentation of best practices for future dissemination.

Plan for failing schools. While Propel does not anticipate that any of its schools will fail to attain improved student achievement, it already has a plan in place for cases of unacceptable performance. Constant interface with parents, rigorous review of student assessment data, regular meetings with teachers and principals, and annual evaluations are used to identify problems at an

early stage. In the few cases where groups of Propel students have failed to achieve acceptable academic growth, suitable professional development and subject-area coaching has been provided; in some of those cases, teacher contracts were not renewed. Propel believes that dedicated professionals who remain faithful to Propel's educational model will produce, in most instances, students who are both academically and personally successful. Only after several rounds of staff changes failed to produce better results would Propel begin to consider closure the best response to a school's difficulties.

Ability to fulfill school development schedule. Because of Propel's partnership with EastSide in Delaware and its excellent record of obtaining charter approvals from a Pennsylvania state board, Propel does not anticipate difficulties in opening its expanded, turnaround, or new schools on the schedule proposed in this application. Unforeseen obstacles, such as inability to locate a suitable facility in an intended location, could arise; but on the other hand, success at EastSide could lead to additional opportunities to implement Propel's model at other existing schools in subsequent years, and Delaware's secretary of education has expressed interest in seeing Propel's successes replicated there (see her support letter). Therefore Propel is strongly confident that, even if a particular location may change, it can carry out the proposed plan, including an expansion and turnaround in fall 2011 and a replication in each of the four following years.

Section C. Describe how the applicant will ensure that each proposed new or expanded charter school receives its commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and any year in which the school's enrollment expands significantly.

Propel maintains an ongoing relationship with appropriate officials at the Pennsylvania Department of Education to ensure that a master agreement for federal programs is promptly

executed for each new school. This relationship has enabled Propel to receive its share of federal program funds promptly. Pennsylvania uses a procedure under which preliminary allocations are revised based on a fall pupil census; any increase in pupil count (including an increase from zero during the first year of a charter's operation) results in an appropriate increase in the amount of federal education program funds. Propel's prospective partner in Delaware, EastSide Charter School, has similar relationships with officials in that state.

Section D. Describe the educational program to be implemented in the proposed new or expanded charter schools, including how the program will enable all students (including educationally disadvantaged students) to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. For purposes of this competition, the term “educationally disadvantaged students” includes, but is not necessarily limited to, economically disadvantaged children, English learners, migratory children, children with disabilities, Native American children, and neglected or delinquent children.

What makes Propel schools both popular and successful, especially among educationally disadvantaged students and families? The answer begins with a threefold vision specifically designed to empower resource-poor students and to combat the discouragement, apathy, and alienation that frequent grip inner-city youths. It continues with an innovative set of six “Promising Principles” that derive from this vision and create vibrant, high-energy schools that inspire teachers, students, and families to work together as motivated educational communities. Substantial time commitment (including a 190-day school year for students and a 220-day year for teachers), multiple means of student and parent support, and a solid curriculum build on the foundational vision and principles to create a well-conceived school model that, when diligently pursued, has yielded extraordinary results. The following description begins with the vision and Promising Principles and then moves on to other key components of Propel's successful schools.

The Three Components of Propel’s Educational Vision

Propel’s educational communities are guided by a threefold vision designed particularly to help disadvantaged children, who often feel abandoned or devalued by their social and economic circumstances, to thrive. Every Propel school focuses on ensuring that these three goals are reinforced every day in every classroom.

Academics: Leading children and teens to academic accomplishment is a central purpose of school. We place supreme importance on the development of literacy because reading well is the foundation for further learning. We believe children and teens are able to think deeply and that this intellectual engagement is central to academic accomplishment.

Community: We believe in the power of a community to lift individuals and that it is our job to prepare children and teens to build and be part of such communities. We also believe it is our job to lead teachers, parents and community partners, through an open exchange of ideas, to share a sense of responsibility for the success of each child.

Personal power: We believe that every child is endowed with unique interests, abilities, and potential and is therefore personally powerful. Pursuing personal passions and participating in the arts, physical activities and community service promote both understanding of the world and appreciation for individual differences. We see children and teens as active participants in creating their futures and feel it is our job to constantly encourage children and teens to explore and reflect, cultivating a knowledge of self and a sense of their own personal efficacy and power.

The Core “Promising Principles” of Propel’s Educational Model

Propel’s educational model centers on the comprehensive application of six “Promising Principles.” Developed by Propel’s experienced senior educational leaders and honed through six years of school operation, these principles do not require great financial resources to implement,

but they do require dedicated teachers and staff willing to commit extra time to making a difference in the lives of their students, especially those from disadvantaged families.

While they draw on educational research and evidence-based practices, the Promising Principles are innovative, not imitative. They pervade Propel's staff selection processes, school policies, professional development activities, and student expectations, creating a distinctive school climate that visitor's sense almost immediately.

The following summary of the Promising Principles highlights concrete ways in which each principle results in distinctive forms of educational delivery and in a school culture typified by respect, collaboration, engagement, and high student achievement.

Principle 1: Agile Instruction. Propel schools intensively use student data to provide individualized instruction, flexibly grouping students throughout the school day. Children spend much of the day in classrooms that combine two grades, permitting use of a mix of instructional strategies and groupings, including direct instruction in homogeneous groups, to meet the individual academic and social needs of each child. Diverse ability grouping allows all children developmental success and facilitates workshop and cooperative learning strategies that take advantage of diverse talents and variations in prior knowledge. Most of Propel's 30 days a year of professional development focus on helping teachers use data and classroom time effectively. Teachers group students homogeneously for reading and math (though the grouping varies by subtopic, based on data analysis) and heterogeneously for writing, science, and social studies. The frequent regrouping throughout the day keeps any student from feeling inferior. Smartboards contain various planned activities to keep each group working productively. Software applications such as Success Maker and Study Island enable teachers to gauge student progress on a daily basis. Propel's teachers collaborate as a multi-school learning community, posting

their practices and ideas on a shared drive, and are afforded frequent opportunities to visit and learn from each other.

Principle 2: Embedded Support. Propel schools intentionally create a school community whose members support each other toward shared goals. Family math and literacy nights throughout the school year help parents reinforce instructional content at home. Teachers communicate with parents weekly, not just when an academic or disciplinary problem arises, and attend students’ out-of-school activities (e.g., sports events or birthday parties) when possible to connect with children and families. IEP meetings may take place in students’ homes. Propel teachers frequently work as teams (by school or by grade level across schools) to analyze data or to implement new instructional strategies with well-defined goals. Each school has literacy and math coaches who spend most of their time in classrooms, demonstrating and helping teachers implement instructional strategies. Principals function as hands-on instructional leaders, maintaining frequent classroom observation schedules, and the superintendent in turn provides “high-touch” support to building principals. (See the “Ample Support for Children and Families” discussion later in Section D for further details.)

Principle 3: Culture of Dignity. Appreciation for the experiences of each individual, both in school and beyond, is an anchor of the Propel community. Teacher interviews probe candidates’ attitudes toward visiting students’ families at home, regardless of the family’s geographic location or poverty level. Emphasis is placed on student and family potential, not deficits. Parents are viewed as assets, not inconveniences; parent volunteering is encouraged though not obligatory. Never responding angrily to a concerned parent is a prominent staffwide training priority. Student disciplinary consequences are restorative rather than punitive where possible; for example, in-school detention is replaced by “Saturday school” where principals

work with students. Democratic norms are applied to decision making, with student opinion welcome. Students run an “entrepreneurship club” where they deploy and manage their peers in completing projects (e.g., cleanup) that improve the school. Character education is delivered explicitly through the Coach Wooden and Second Step programs and implicitly through the Schoolwide Positive Behavior Support Program's emphasis on respect; the typical teacher response to a student’s misbehavior is “Were you behaving respectfully?” To evaluate achievement of the Culture of Dignity principle, school surveys ask parents if they feel valued.

Principle 4: Fully Valued Arts Program. Research indicates that art and music experiences contribute significantly to students’ motivation and academic achievement, but concern for meeting No Child Left Behind achievement goals has caused many schools to curtail arts time. Propel has moved in the other direction, promising each student one hour of arts instruction per day and delivering a varied program using community resources such as the Civic Light Opera, a hip-hop music group, theater organizations, muralists, sculptors, puppeteers, poets, jewelry makers, karate experts, African drummers, Latin dance instructors, and more. Art and music specialists are expected to teach so as to actively engage their students, submit lesson plans in advance, and interface with classroom teachers so that arts and core subject content can be interrelated. The daily arts hour provides classroom teachers with planning time (though teachers also meet as teams before or after school) and provides students with a motivation for good behavior, since their arts participation is contingent on meeting behavioral expectations.

Principle 5: Vibrant Teaching Communities. Good schools start with good hiring decisions. Teacher candidates spend a full day at a Propel school, during which they deliver a sample lesson, produce a writing sample, observe and critique a classroom teacher, and participate in a group project (used to assess their collegiality and data analysis capacity).

Teachers are encouraged to collaborate with University of Pittsburgh and Carnegie Mellon University professors who conduct ongoing research at Propel schools, and to share their practices with each other through Propel’s systemwide shared drive. They also work together regularly as teams to analyze student data and set instructional goals, and they are granted ample release time to observe each other. Incentives include salary bonuses for demonstration of internal school leadership, recruiting community partners, or presenting at a national conference. Teachers receive frequent observation from literacy and math coaches and from principals, who post comments (password-protected) on the shared drive within 24 hours. (See the discussion of professional development later in Section D for further details.)

Principle 6: Quest for Excellence. While celebrating its substantial successes, Propel is never satisfied. School leaders reinforce a culture of teamwork and of shared commitment to overall success across all Propel schools. To maintain a collaborative rather than a competitive environment, no teacher incentives are based on performance relative to other teachers. Rather, everyone at Propel is motivated both to succeed and to share his or her successes with others.

The application of these principles has resulted in schools where students receive instruction suited for their present ability levels; where student motivation is high; where time is used efficiently; where teachers are enthusiastic about helping all their school’s children succeed; and where parents are actively involved in furthering their children’s academic growth.

Important Structural Features of Propel Schools

Small school, small classes. Propel’s K-8 schools have no more than 400 students in grades K-8 and a class size of 20 in grades K-4. They can thus provide each student with personal attention and ensure that no student falls through the cracks. Similarly, Propel’s high

schools are limited to 100 students per grade, enabling development and ongoing management of individualized learning plans for each student.

More instructional time. Schools setting high standards for all children cannot expect all children to attain the standards in 180 school days. Some children need more time and more instruction; some need less. Propel allots the extra time for those who need it by establishing a school year of 190 seven-hour days, thus providing 150 to 200 more instructional hours each year than most elementary and middle schools. Beyond that, Propel schools remain open for two hours each afternoon beyond the official end of the school day, opening up opportunities for students to receive tutoring or extra help. Elementary students spend a minimum of 3.5 hours a day on the core subjects of reading, writing, and mathematics. All Propel schools have full-day kindergarten. On the other hand, students achieving standards more quickly are encouraged to use available time to pursue personal passions or to enhance the school community.

Ample Support for Children and Parents

Propel's high expectations for all students can collide with some disadvantaged families' inability to provide the kind of supportive, literacy-enriched home environment that gives other youths a big leg up in academic pursuits. Propel solves this challenge by providing both *individual student support*, so that each child can achieve success in the school's rigorous instructional program, and *parent engagement*, helping parents find ways to support their children's learning. Aspects of each focus are outlined below.

Student Support

Positive behavior support. Propel recognizes that clear behavioral expectations are crucial in creating a fruitful learning environment. As noted under the "Culture of Dignity" principle above, schoolwide behavioral expectations are clearly taught and students are involved

in interpreting and enforcing them. Individual plans address the specific issues facing any particular student who has difficulty in meeting behavioral expectations. These plans, prepared with parent involvement, can include coordination with mental health and other community resources so that children receive consistent, positive messages that lead to progress and success. Some students check in daily with a designated “behavioral coach” who listens to their concerns and whose personal attention helps to keep them motivated, on track, and out of trouble.

Mentoring. Goal setting and reflection are an integral part of the Propel school program for all students. Where parents and teachers see the need for it, a child is paired with a special mentor who serves as a sort of “life coach”—working with the students to tie goal setting and reflection to long-term personal and social development. In periodic meetings, the mentors might help children explore their evolving sense of themselves as learners, their sense of responsibility to themselves and others, and their interactions with peers and adults. They also can help children in the ways of making friends, solving conflicts, and functioning effectively in groups.

Support networks. Propel schools provide some after school programming that complements what goes on during the school day. However, many students are engaged in school and learning support activities run by other agencies and organizations in the evening, on weekends, and over the summer. Propel schools take the lead in forging these other agencies and organizations into a true support network. We share our expectations with their staffs and encourage their participation in school activities. We want students to receive consistent messages about the importance of hard work and success in school.

Special education. Because Propel classes are small and because students learn and share their knowledge in ways which value and tap into multiple kinds of intelligence, children with

diverse learning needs and styles are successful. In accordance with state and federal law and regulation, Propel schools provide the specialized instruction and support that children with disabilities need in order to progress. Appropriately certified teachers provide and coordinate any services that may be required by an Individualized Education Plan or 504 Plan. To the maximum extent possible, these students are included in classes with their non-disabled peers.

Parent Support

Propel believes that parents have the right, need, and obligation to be involved in their children's education, as parents are a child's first and most powerful teachers. Propel expects parents to: (1) review the school's handbook of expectations with their children before every school year; (2) review school assignments and talk to their children daily about what is happening in school; and (3) come to the school for a parent conference at least twice a year or whenever an individual student's plan is created or modified. When parents are unable to come to the school, Propel goes to them—even if that means holding meetings in the family's home.

Propel strives to include parents in the work of the school by offering many opportunities for involvement, including an activity-focused parent organization and a policymaking School Council. Every school year begins with a parent orientation to Propel expectations. Then throughout the school year, a range of engaging activities brings parents back into the school and its classrooms. Picnics and parent lunches build community; student performances enable families to recognize and applaud children's successes; educational programs such as math and literacy nights (described in Section G below) equip parents with strategies to help their children learn at home.

Parents receive frequent communication regarding the progress of their children, and Propel teachers are always open and responsive to parent efforts to communicate about their

children's progress and needs. Children also learn to communicate their progress and concerns and have the opportunity to lead parent-student-teacher conferences. As soon as any problem is identified, parents are immediately involved in intervention planning.

Propel coordinates its activities with agencies providing other services to children and families, including preschools, after school programs, summer programs, and mental health providers. In turn, Propel schools take full advantage of community resources that can strengthen the education program, training community aides and parent volunteers as tutors and engaging artists and others in school-based residencies.

Training and Supporting Teachers

Propel hires teachers who are fully committed to the success of the children they teach. They bring with them a passion for working with kids and an excitement about the opportunity to work in an environment with a relentless focus on achievement.

Propel recognizes that this enthusiasm is only one of the ingredients of effective instruction. For most of those who choose to teach at a Propel school, implementing the Propel model effectively and reaching all children entails learning new skills. Propel schools provide the support and training that teachers need to become exemplary.

Research shows that the most effective professional development programs are tightly and consistently tied to specific instructional outcomes and particular forms of instructional practice. Teachers also need the opportunity to collaborate and team in collegial ways in order to improve practice. Propel teachers benefit from an extraordinary professional development system with activities that mirror the kind of learning experiences that teachers are creating in their classrooms. They participate in trainings and workshops where specific instructional practices are introduced and refined and where student work is reviewed; they receive individual

coaching in their classrooms; they observe their peers and welcome them into their own classrooms; they collaborate with their peers during planning times; and they maintain a portfolio that details their own goals and growth. The principal and academic coaches at each school are responsible for coordinating the elements of this system. Academic coaches, selected for their years of demonstrated success at the classroom level, play a crucial role in mentoring all the teachers at their school toward effective performance.

Orientation. Regardless of prior experience, teachers starting at a Propel school go through a basic orientation that provides an overview of the school, learning expectations, and instructional strategies.

New teacher induction. Propel schools pay special attention to the needs of teachers new to the profession. In addition to the support that all Propel teachers receive, new teachers receive special focus from the principal and academic coaches and are paired with a more experienced teacher in an instructional team.

Development and evaluation plan. Teacher development and evaluation occurs on an annual cycle. Working with the principal and academic coaches, teachers set goals for the coming year, connected both to the needs of the school and their students and to the teacher's personal aspirations, which become the basis for subsequent evaluations throughout the year.

Workshops. During the regular school year, academic coaches organize a series of after-school seminars that reinforce classroom practice and clarify expectations for student work. Less formal "critical friends" groups are opportunities to polish lessons, plan curriculum and develop new studies, to pursue personal growth, and to revisit their own literacy. Propel teachers work 220 days a year, giving them ample time over the summer to attend summer institutes and be involved in reading, problem solving and collaboration, learning, and reflection.

Coaching. Bringing expert teachers into the classroom creates an apprenticeship-like relationship full of opportunities to improve instructional practice. The principal and academic coaches at each Propel school are active in their school’s classrooms to model instructional practice, provide feedback, and help each teacher improve. This coaching takes place on a regular cycle that includes time for joint planning, teaching, and shared reflection, with someone visiting each classroom at least once a month.

Teaming. Propel schools insist that the effective practice of teaching is not a solitary endeavor. Teachers’ schedules are structured so that there are always at least two teachers (most commonly the teachers at the same grade level) teaching the same material at approximately the same time. These pairs or groups of teachers are scheduled for joint planning time, which becomes meaningful because of their shared teaching goals. Propel expects teachers to plan together, reflect together, and even teach together. Academic coaches are responsible for helping teachers to become skilled collaborators.

Propel’s K-8 Curriculum: A Research-Driven Program That Works

Propel schools offer a unique program—anchored in research and best practice and strong enough to direct students from diverse circumstances toward ambitious goals. In accordance with the threefold educational vision described above, Propel’s curriculum combines rigorous ***academic*** instruction in reading, writing, mathematics, science and history; core studies that emphasize applied learning and development of the skills required to create ***community***; and enrichment studies that cultivate a sense of ***personal power*** and allow individual passions to thrive. The curriculum combines proven strategies for developing fundamental skills and knowledge with ample opportunity for teachers to design activities that meet the specific needs of their students.

The following discussion highlights essential aspects of Propel's K-8 curriculum.

Academic Instruction

Continuous assessment to meet individual needs: The heart of high performance and continuous improvement is the regular and persistent review of data and results. Frequent assessments identify where intervention, support, and enrichment must guide instruction. Assessments include kindergarten readiness; the DIBELS reading assessment, at least three times a year; 4Sight tests, four times a year; the DRA, annually for everyone and more frequently for students not at grade level; corrective reading assessment for students not at grade level; and an ongoing math checklist based upon the Pennsylvania academic content standards in mathematics. Decisions such as flexible grouping arrangements or even moving children between grades are made throughout the school year based on this assessment data.

Language arts: Propel uses the developmental, phonics-based Open Court reading program to build decoding, fluency and comprehension skills. This highly recommended series is compatible with Propel's balanced literacy program, which also includes the Waterford Reading Program, a nationally recognized and award-winning program for primary students. Students in grades K-4 have two and half hours of literacy time each day, combining phonics and word studies with immersion in authentic literature. Propel's literacy coaches have constructed "leveled libraries" to help teachers meet individual student needs. Literacy time is broken into "read-alouds," shared reading, guided reading, independent reading, literature circles, and guided and independent writing.

Mathematics: Propel's mathematics program seeks to develop students' ability to use, represent, and explain mathematical concepts by emphasizing computational fluency, conceptual understanding, and problem solving. Investigations in Data, Number and Space (the TERC

program) was selected based upon recommendations from the National Council of Teachers of Mathematics and the National Science Foundation. Propel students also use Everyday Counts to analyze data, see patterns, explore math relationships, and communicate using math terms.

Middle-school students use Connected Math, supplemented by Success Maker and Apangea.

Intensive use of technology. Technology plays multiple roles at Propel schools, which have a combination of mobile laptop labs, desktops in classrooms (e.g., to run the Waterford and Success Maker programs), and more traditional computer labs. In addition, laptops in the special education room are equipped with appropriate reading and math software. Propel uses technology to assess students and maintain an extensive student database; parents have secure web access to their children’s achievement and attendance information. Propel provides every high school student with their own laptop, which they are responsible for.

Science and history: Propel’s in-depth core studies (described in the next paragraph) provide children with the opportunity to engage in scientific investigation and historical research. These experiences are critical to developing a capacity for independent learning and learning how science and historical study are done. To provide the necessary breadth of coverage, reading lists used during the reading instruction program integrate scientific and historical topics. Students acquire both the breadth of scientific and historic knowledge that is essential for participation in community and the skills needed to pursue deeper knowledge.

Community

Core studies. Propel students engage in a series in-depth investigations known as “core studies,” each lasting one to two months, drawn from the disciplines of social studies and science. In addition to leading students to a meaningful understanding of historical thinking and scientific inquiry, the studies are a primary vehicle for teaching students to understand

community and the skills and strategies needed to be part of a community. Core studies are taught by the academic instructors, and teachers are encouraged to connect core studies to other academic instruction by selecting related literature and using group strategies learned in the core studies during reading and writing workshops.

Each core study begins with an exploration of prior student knowledge and an inventory of student questions. Field trips, role playing, reading, investigation, and research are all integral parts of a core study. The culminating project or event, which closes every core study, provides students with an opportunity to showcase their learning to an audience that extends beyond teachers and classmates.

These studies are derived from several curriculum sources. From science, sources include ASSET (a National Science Foundation-funded, inquiry-based elementary science program developed in the Pittsburgh area), FOSS (a research based science curriculum developed by Lawrence Hall of Science at the University of California), STC (Science & Technology Concepts for Middle School), Insights, and Event-Based Science. From a social studies perspective, sources include TCI (Teachers Curriculum Institute) and Explorations with Young Children. Teachers are also actively engaged in developing studies that respond to student interest and local community events. These studies appeal to and cultivate children's innate sense of curiosity about the world and provide a grounding of experiences that allows them to be active participants in building their futures.

Core studies are also opportunities to develop understandings of what it means to be part of a community. At the elementary level children acquire social and cultural understanding from personal experiences and by learning about the experiences of others. During studies focusing on such parts of a community as the bakery, post office, library, and market, children use their

environment as a third teacher and go on trips, bring in experts, read books, and use computer resources to learn. Children represent their ideas and learning through words, arts, music, drama and dance; and apply their learning as they plan events such as plays and museum exhibits and then run their own business. In the intermediate and middle years, as children grow in sophistication, topics include those where tangible experience is more difficult to provide, such as the Maasai, Ancient Egypt, the American Revolution, and the Civil War. Students go to museums, view videos, see pictures, and read the myths, legends, and the poetry of a people in order to understand and appreciate cultures of other places and times.

Celebrations of Learning. Six times a year, a Celebration of Learning showcases student work and accomplishment in both the creative arts program and the science or social studies unit just completed. Students perform alongside their arts instructors (see the discussion of the Fully Valued Arts Program above, Promising Principle 4, for further detail) or display and explain their work, gaining confidence while also sharing their new knowledge and accomplishments with each other and their community.

Schoolwide rituals. From whole community literacy experiences—such as schoolwide shared books, daily poetry readings, and a Reading Rally—to culminating activities such as the operation of a student-run bakery, library, or post office, Propel schools regularly share and celebrate learning. Teachers and students actively create and participate in traditions, celebrations, and rituals that reinforce central school principles. Students show their emerging understanding of community and capacity to lead by assuming central roles in the planning and execution of these activities.

Group projects. This kind of meaningful work helps students develop academic knowledge while at the same time practicing and developing the skills that participation in a

community requires. Teachers are patient in modeling how a group can accomplish a task. They teach strategies for engaging reluctant participants and tapping into the skills of group members. They also insist on individual accountability to the group. Students show their ability to work effectively with others by explaining various roles and by completing tasks well and on time.

Personal power - enrichment studies

Research shows that when children learn and share skills, principles, and strategies in active ways, they retain knowledge. Children also use that knowledge more flexibly. The arts are an excellent way to tap children's multiple intelligences. At Propel schools, the arts are infused into every area of learning, with children actively expressing their ideas through words (linguistic), pictures (visual), music (rhythmic), and drama and dance (kinesthetic).

To supplement and support the ongoing use of creative expression in the classroom, students engage in a series of enrichment studies which allow students to delve further into a variety of different forms of personal expression and activity. Specifically designated enrichment teachers, who are full-time at the school, have the responsibility for developing and coordinating instruction for these studies that encompass physical activity, foreign language, art, music, and drama. Residencies of local artists and others support the work of these teachers and provide opportunities for apprenticeship learning. Typical enrichment studies last an hour a day over a period of four to six weeks; sample topics include karate, mural making, and chorus.

Propel's purpose in offering children a wide range of activity experiences is to encourage students to find personal passions that can enrich their lives. Propel expects that each child will become passionate and accomplished in the pursuit of at least one of these activities—a pursuit which would involve after school and summer activity and perhaps become a lifelong passion.

Enrichment studies also offer a way to enrich the school experience generally—both in producing artwork and performances that all can appreciate and in supporting alternative forms of expression during other parts of the school day.

Finally, Propel teachers regularly engage students in active reflection—both as a means to integrate new learning and to challenge previously held misconceptions. Each day includes an opportunity to consider what has been learned, what will be learned, and how each individual can change the world. Teachers and students keep journals that celebrate growth and provide a record of goals, questions, concerns, issues, and ideas.

Propel’s High Schools: Effective Implementation of the EdVisions Model

Propel’s high schools maintain the commitments and expectations originally established in its K-8 schools: the vision of enhancing academic excellence, community service, and personal power in each student; the six Promising Principles; and dedication to exemplary parent and student support and teacher professional development. At the high school level, Propel’s educational model adds a greater focus on individualized learning plans as its students grow toward greater personal responsibility.

Propel’s high schools are based on the EdVisions design, which has been implemented at more than 40 schools around the country and has a demonstrated track record of success, including recognition by the U.S. Department of Education as one of eight exemplary charter high school models.

The following discussion highlights three elements of the EdVisions model that Propel has effectively implemented at its Andrew Street High School: a small learning community; a focus on personalized, project-based learning; and authentic assessment.

Small Learning Community

Research clearly confirms that effort is the critical ingredient to success—both inside and outside of school. But sustained effort is possible only where there is motivation and engagement. Too often schools are seeking effort while overlooking the issues of motivation and engagement. Propel pays explicit attention to these issues through:

Step 1: A small school. EdVisions has demonstrated that very small secondary schools are both financially viable and educationally effective. No Propel high school will exceed 100 students per grade level; the expansion of Propel Montour from K-8 to K-12, scheduled to begin in fall 2011, will begin with 50 students per grade. At this size, every adult will know every student and every student will know every adult. A small school is able to provide ample personal attention and ensure that no student falls through the cracks.

Step 2: Multi-age advisories. All Propel teachers will lead multi-age advisories of no more than 20 students. When not in a seminar (i.e., a structured class), each student participates in his or her advisory, which is far superior to traditional study halls because the advisor is familiar with each student's progress and has daily responsibility for monitoring the effort and product of students in the advisory. While every adult at the school should know every student, the advisor develops a particularly deep connection with each student in the advisory. Since most students will remain with the same advisor throughout their time at the school, each advisor will incorporate just five to seven new students into his or her advisory each year. Student work areas are organized around advisories, and hiring decisions take place with specific attention to the teacher's ability to serve as an advisor/mentor to adolescents. Propel also provides professional development targeted at helping its high school teachers to become outstanding advisor/mentors.

Step 3: Active student engagement in building the school community. Like professional employees, students work harder and with a greater sense of purpose when they are actively engaged in shaping the environment in which they spend their days. At Propel, students actively participate in establishing the routines and rituals that define the school community. Students run morning meetings, establish behavioral norms, and organize Celebrations of Learning. Empowering students to complete these tasks can require extra time and patience at the front end, but results in the sense of motivation and engagement that lead to effort.

Step 4: Service to a larger community. Service to the larger community is very motivating for most young people. They experience their own power to do good works and have a positive impact on the lives of others, and they often receive appreciation and respect—as a result of their service—which is also empowering. Students are required to complete 80 hours community service in order to graduate. However, Propel anticipates that most students will go far beyond this minimum requirement, both as individuals and as part of their schoolwide or advisory-wide activities.

A Focus on Personalized Learning

Because the school is so small, it is possible to create an intensely personalized learning experience for each child. Some of the hallmarks of the personalized experience are as follows.

Personal Learning Plan. Each student has a personal learning plan (PLP) that maps a way forward from where they are to where they want to be. The advisor has direct responsibility for working with each student to create the PLP, to document progress toward goals in the PLP, to review it regularly, and to modify it as necessary. The PLP includes an evaluation of current skills, work and career aspirations, personal passions, and specific plans for achieving student goals. Postsecondary plans are part of the PLP beginning at ninth grade.

Project-based learning. Preparing students to carry out projects is a central focus of the school. Learning is a lifelong endeavor, but only a small fraction of it occurs in classroom settings. Propel believes that learning how to undertake self-directed projects—identifying and organizing the steps required, seeking the resources and expertise needed, doing the work, and demonstrating the learning that has occurred—is an important part of a high school education. Electronic tools such as Project Foundry are used to help students keep track of their work.

Personal paths into the workplace. As of grade 9, most students have minimal understanding of the world of work, yet they are likely within eight years or fewer of starting full-time work and perhaps much closer to part-time work. Most students are very interested and very curious about work, but they do not know how to satisfy their curiosity and learn about various careers and training opportunities. Extensive workforce development systems are already in place; Propel works to connect its students to it. Its high schools designate a Director of Internships who works with local workforce development centers, business-related networks, and specific employers to facilitate work-based learning for Propel students through career explorations and extended internships.

Authentic Assessment

Students are much more likely to accept high standards and work hard to meet them when both the standards and the process of assessing their progress toward those standards is both transparent and authentic. Propel seeks to help its students understand that the society around them has standards of quality which they will need to meet—often through hard work, accepting critiques and revising initial mistakes—in order to be successful. Propel requires students to demonstrate their achievement by presenting their work to the larger community

during Celebrations of Learning, which occur twice during each trimester. Students are expected to revise their work until it meets standards for quality. Graduation requirements include:

- Achieving math, reading and writing skill competencies;
- Completing 10 pieces of extended work (or equivalent) each year connected to standards in language arts, math, science, and social studies);
- Completing successfully at least one dual-enrollment or extended internship;
- Completing an autobiography;
- Completing at least 80 hours of community service;
- Documenting the creation, periodic review, modification, and completion of a Personal Learning Plan;
- Gaining acceptance into some kind of post-high school activity.

The Impact of Propel's Educational Model

Propel is confident it can achieve at its proposed schools the objectives listed in Section A, because of the achievements of its existing schools. Following is a summary of Propel's relevant performance data, arranged in two categories: data directly responsive to the selection criteria and those aligned with additional measurable project outcomes. References in parentheses are to the charts in Attachment Section 5.

Performance Measures Specified in Competitive Priority 1 and Selection Criterion (a)

Student body: As of the 2008-2009 academic year, 73.5 percent of Propel students were eligible for free or reduced-price lunch; 64 percent were students of color; and 16 percent were in special education (see Chart R).

Increased academic achievement for all students: From the 2005-2006 academic year to the 2008-2009 academic year, the percentage of Propel students attaining proficiency on the state

math assessment rose from 58 to 78 percent (Chart H). In reading, the gain was even stronger, from 42 to 65 percent (Chart I).

Success in closing achievement gaps: During the same three-year period, Propel's racial achievement gap (i.e., the difference between white and minority student proficiency rates) improved from 24 to 8 percentage points in math and 26 to 17 percentage points in reading (Charts N and O). Those achievement gaps as of 2008-2009 were 14 and 7 percentage points, respectively, less than the statewide average. Meanwhile, the achievement gap between economically disadvantaged students and other Propel students dropped from 19 to 9 points in math and 29 to 16 points in reading (Charts P and Q). These gaps are 14 and 10 points, respectively, smaller than the statewide average as of 2008-2009. Overall, performance by Propel's ***educationally disadvantaged*** students has nearly matched statewide performance by ***all*** students (regardless of disadvantage) (Chart D).

Results for low-income students: In 2008-2009, 74 percent of Propel's economically disadvantaged students (as measured by eligibility for free or reduced-price lunch) achieved proficiency on the state math assessment and 61 percent achieved proficiency in reading (Charts L and M). These numbers compare favorably to the statewide peer averages of 62 and 56 percent in math and reading, respectively. Combining math and reading assessment results, Propel's composite total of 68 percent proficiency achievement among economically disadvantaged students comfortably leads the state's 59 percent average and the totals of 54 and 52 percent attained by Pittsburgh and Woodland Hills, Propel's two largest sending districts (see Chart C; also Chart B for more detailed comparisons with neighboring school districts).

Results for minority students: In 2008-2009, Propel's African-American students had a 72 percent proficiency rate in math and 57 percent in reading. Both of these figures comfortably exceeded the statewide peer averages of 56 and 50 percent, respectively (Charts J and K).

Star performer: In 2008-2009 Propel McKeesport, despite having 85 percent educational disadvantaged and 73 percent minority students, achieved 95 percent proficiency on the state math assessment, equaling or exceeding the performance of suburban Pittsburgh's most affluent districts (Chart E). Propel McKeesport won a national award from the New Leaders for New Schools' Effective Practices Incentive Consortium for achieving the largest academic improvement among elementary schools in the consortium.

Performance Measures Specified in Section A of This Proposal

Enrollment: All of Propel's existing schools are fully subscribed. In 2008-2009, the total number of students on Propel school waiting lists (1,700) equaled the number enrolled in the schools (1,700).

Parent satisfaction: When Propel's parents were surveyed in spring 2009, 92 percent gave their school a grade of A or B, compared to 74 percent in the Phi Delta Kappa/Gallup poll.

Exposure for disadvantaged students: Every Propel student is involved in Propel's CreativeArts program. Elementary and middle school students receive one hour of arts instruction per day (190 hours a year), high school students receive at least two hours of arts instruction per week. Particularly for Propel's disadvantaged students, the CreativeArts program is their first and, in many cases, only contact with the professional arts community.

Teacher retention: Overall, 88 percent of Propel teachers whose contracts are renewed have chosen to return for the following school year.

Student retention. During the 2008-2009 school year Propel maintained a 93.3 percent retention rate; i.e., only 6.7 percent of students who began the school year at Propel did not complete it there. Moreover, 91.7 percent of students who finished the 2008-2009 school year at Propel returned in fall 2009.

Academic growth: In the most recent year, Propel's schools saw students achieve 97 percent of gains in the national normed assessment group in both reading and math (NWEA MAP).

Academic proficiency: In the most recent year, 78 percent of Propel's students were proficient in math and 65 percent were proficient in reading compared to state averages of 76 percent and 72 percent respectively (Charts H and I). Subgroup proficiency is detailed above on page 44-45 (Charts J, K, L, M).

Section E. Describe the administrative relationship between the charter schools to be replicated or expanded by the applicant and the authorized public chartering agency.

In Pennsylvania, where all of Propel's current schools exist, school districts are the only entity authorized to grant charters. An applicant denied by a school district may appeal that denial to the state's Charter School Appeal Board (CSAB). If the CSAB overturns the denial, it orders the school district to grant the charter. The CSAB does not provide ongoing oversight.

Given that school districts tend to view public charter schools as their competition, it is not surprising that (except in Philadelphia where the school district has embraced charters as a reform strategy) the relationships between Pennsylvania charter school applicants and their prospective chartering agencies have generally been adversarial at the outset. None of Propel's five authorized schools received their initial approval from a school district. However, the CSAB ruled in Propel's favor in each case and has yet to reject a Propel school proposal. Given this

track record of success at the CSAB, it seems reasonable to anticipate that Propel should be able to acquire charters for the new schools proposed in Pennsylvania.

As Propel seeks diligently to build partnerships with school districts, contention has given way to cooperation with its four oversight districts over time. The Steel Valley School District voted to renew Propel Homestead's charter in 2008 and encouraged Propel to add its Andrew Street High School within the same charter rather than requiring a separate application. The McKeesport Area School District has also renewed Propel McKeesport's charter, and Propel East's charter was recently renewed by the Woodland Hills School District.

Propel values the constructive oversight that charter school authorizers can provide. Propel submits regular financial and performance reports to its charter authorizers and welcomes their visits to its schools. Propel expects that the new schools proposed in this project will enjoy a similarly constructive relationship once they are open.

Because Propel sees its mission as reaching beyond the students who attend its own schools, the organization has worked diligently and fruitfully to cultivate mutually beneficial relationships with other school districts. Propel administrators are active in the Western Pennsylvania Superintendents Forum and the University of Pittsburgh Principals Academy. In August 2009, Propel delivered a one-day in-service program, presenting innovative ways for educators to integrate emerging technologies into their classrooms; teachers and technology specialists from more than 20 school districts attended. (See the support letters from Sue Goodwin, John Lozosky, and Vincent Valicetti in Attachment 2 for further detail on Propel's engagement with the broader public school community.)

Section F. Describe how the applicant will provide for continued operation of the proposed new or expanded charter schools once the Federal grant has expired.

One of the most important strengths of Propel's school model is its fiscal sustainability. Unlike many other charter school models, Propel does not rely on private funds to sustain ongoing school operations. For example, as Propel McKeesport achieved its award-winning level of student achievement growth during 2008-2009, its budget of \$10,862 per student was 100 percent financed from recurring public funds. That number includes payments on a lease which fully covers debt service on the recently renovated building that the school occupies. Each planned school will be fully sustainable from recurring public sources once its enrollment reaches approximately 300 students. (Propel typically opens its elementary-middle schools with 40 students in each of grades K-4 and then adds one grade per year, surpassing 300 students by year 4; its high schools expect to open with 200 students in grades 9-10, reaching 300 students by adding grade 11 in year 2.)

Again in contrast to many CMOs, neither does Propel's central office require private funds to cover ongoing expenses. Central office costs are allocated among the schools and amount to approximately 10% of total spending. A typical school budget showing its path to self-sufficiency and a five-year projection of the entire Propel operation, showing both existing and new schools, appear in Attachment Section 6.

Propel's new and expanded charter schools will exercise comparable care to keep its programs fiscally sustainable, based on anticipated public funding levels. Accordingly, the investment of federal funds in Propel school startups can be expected to yield dividends for a very long time. None of the positions or expenditures contemplated in this project are for

recurring items or for permanent positions. At the end of the grant period, both the schools and Propel's central office will be self-sustaining from recurring public sources.

Section G. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the proposed new or expanded charter schools.

Propel maintains an exceptional level of transparency, accountability, and collaboration with parents and community members throughout each phase of planning, designing, and operating a school. Parent and community participation enhances Propel's effectiveness in educating students and significantly shapes Propel's school development decisions.

Planning a new school. Propel considers two main factors in determining where to develop a school. First, it looks for areas where public school performance is poor, as indicated by analyzing standardized test data and academic assessments. Second, where a community exhibits academic need, Propel assesses the level of interest in alternative school options by going door to door and by conducting focus groups at churches and housing developments.

As Propel opens each new school, expressions of interest from neighboring communities frequently increase, guiding future school development decisions. For example, when Propel opened its first school, in Homestead, a large number of families from McKeesport (a nearby, economically depressed community) inquired about enrolling their children. This strong response contributed to Propel's subsequent decision to open a school in McKeesport.

Pennsylvania's charter application process requires demonstration of community support. During the application process for each new school, Propel forms a Local Organizing Committee composed of parents and community members. This Committee collects petition signatures and support letters for inclusion in the application. If a local school district turns down Propel's

charter application, the organizing committee leads efforts to acquire the necessary signatures so that Propel can ask the Pennsylvania Charter School Appeal Board to overrule the denial.

Program design and implementation. Propel considers building strong family and community relationships essential to its schools' eventual success. As a result, Propel uses numerous methods to reach out to its communities, both to share Propel's school vision and to hear and respond to the unique needs and expectations of each family and community member. An overview of those methods follows.

Means of Establishing and Maintaining Community Participation

Community visibility. Propel's schools primarily serve relatively small former steelmaking communities now experiencing economic distress. The mayors and borough councils of these communities are both visible and accessible. Propel proactively communicates with these public officials early in its school development process. As a result, despite the often turbulent politics surrounding a charter school proposal, most community leaders have viewed Propel as a valuable community asset. McKeesport mayor James Brewster's description of Propel as "furthering the city's mission to transform a former mill town into a vibrant place to live and work" is typical of this support. (See Mayor Brewster's support letter in Attachment Section 2.) In addition, Propel schools regularly participate in community days, parades, and other local events. Once the school opens, Propel invites elected officials and other leaders to attend open houses, "celebration of learning" events, and other activities throughout the year. Many local and state legislators have attended these events, consistently leaving with a favorable view of Propel's educational programs.

Rotary clubs and chambers of commerce. Propel collaborates with local Rotary Clubs as a means of both community service and staying informed about key local issues. For example, a

Propel East faculty member attends the Turtle Creek Rotary's lunch meeting every Friday. Propel's choral ensemble has performed at Rotary lunches and its principals have made presentations about student success. In fall 2009, Turtle Creek Rotary members reciprocated by volunteering to create a greenhouse at Propel East. Similarly, Propel holds memberships in local chambers of commerce as an important means of networking with local leadership. In May 2010, Propel superintendent Carol Wooten participated in one local chamber's panel discussion on public education in its community.

Service learning. Propel has made service learning a fundamental educational method, teaching students to become participating agents of change in their communities. Propel high school students must complete 80 hours of community service as a graduation requirement. To fulfill this expectation, Propel students have worked in local soup kitchens, nursing homes and community centers; cleaned up local parks; and participated in neighborhood beautification projects. Propel Homestead students recently volunteered with the Pittsburgh Parks Conservancy to improve an urban park, and Propel Andrew Street High School volunteered with Burgh Bees to build an apiary on a vacant lot in Homestead.

Means of Establishing and Maintaining Parent Participation

Open door for parents. Propel's distinctive "open door policy" permits parents, with minimal advance notice and by a simple written request, to visit classes or meet with teachers and administrators. Similarly, prospective parents are encouraged to tour a Propel school and observe classes, with teachers and administrators available to answer questions. Propel believes that its atypical openness to parents leads to stronger parent-school collaboration and thus to higher student achievement.

Parent orientation. Propel’s heavy emphasis on parent involvement begins with an orientation at the start of each academic year, providing an opportunity for parents to meet the principals, teachers, and administrators and to become familiar with the Propel culture. At orientation, staff explain plans for the upcoming school year, discuss volunteering opportunities, and present Propel’s open door policy.

School council. The school councils described as part of Propel’s governance structure in Section B above become an integral way to involve dedicated parents in school operations and to provide a convenient way for all Propel parents to make their voices heard through their fellow parents who serve on the council.

Surveys. Consistent with its commitment to building a culture of dignity, Propel’s annual parent surveys ask questions most public schools seldom ask, such as “Do you feel that the school values you?” Administered each spring, the surveys collect information in four key areas: overall satisfaction with Propel, school safety, academic rigor, and teacher sensitivity. Survey results are shared openly with the Propel community and are used for planning and shaping school practices and behaviors in the upcoming year. For example, Propel’s introduction of an instrumental music program for the 2009-2010 school year and of elementary foreign language beginning in fall 2010, as well as its current efforts to construct playgrounds at its elementary facilities, are the direct result of parent survey input.

Overall, parents are overwhelmingly positive about their children’s experience at Propel, with 92% giving Propel an A or B, compared to just 74% in a recent Phi Delta Kappa/Gallup public school survey. On average, more than 75% of Propel parents attend three or more Propel events or activities over the course of a year.

Math and literacy nights. At the K-8 levels, Propel holds two math and literacy nights a year for each grade. Facilitated by each school's math and literacy coaches, these evenings involve hands-on activities to help parents develop a better understanding of classroom content, as well as information on how parents can work with their children at home to reinforce and extend subjects learned in school. Propel's independent reading program, "The Hundred Book Challenge," is incorporated into literacy nights as a way for parents to support their child's reading development. This program offers incentives to students who read independently or with a parent for at least 30 minutes per day. In addition, Propel encourages family reading activity through events like "Barnes & Noble Night" (a portion of books sold goes to support the school).

Volunteer opportunities. Propel welcomes parent and community volunteers in many aspects of the school's operation. Volunteer opportunities are introduced at school orientation and reinforced on the school's web site, at parent workshops and conferences, and in school-to-home communications. Popular volunteer activities include working with primary grade students on letter and number recognition, reading to students, and participating in field trips and school activities. Parents are welcome on Propel field trips at no cost.

Parent workshops. Propel hosts about six parent workshops each school year, on themes like technology, science, and culture. At these workshops, parents engage in conversations with teachers and administrators about what their children are learning in the classroom and how they can complement academic content with activities at home. For example, a recent technology workshop at Propel McKeesport showed parents how students are using SmartBoard technology, the Waterford Reading Program, and distance learning to enhance and extend academic content.

Parent-teacher conferences. Virtually every school has parent-teacher conferences, but few value them as Propel values its two conferences per year. Propel typically achieves 100%

parent participation in teacher conferences, because Propel teachers and administrators go to students' homes and accommodate parents' schedules if necessary to make conferences happen.

Celebrations of learning. Each six-week Propel creative arts module culminates with a Celebration of Learning, at which students have the opportunity to share and celebrate what they learned with parents and the community. These assemblies enable families to see their children perform, meet the visiting artists/instructors, and meet fellow parents. Celebrations of Learning offer a unique way of connecting students and parents to the arts and community around them.

Skyward Information System. Skyward, Propel's online information portal, gives parents instant, unlimited access to their child's school performance and attendance records.

Administrators and teachers offer Skyward training sessions throughout the year and encourage parents to check their child's data frequently. Skyward training sessions, organized by the school, are available for families throughout the year.

Section H. Include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the proposed new or expanded charter schools and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, such charter schools.

Propel does not envision any need to seek federal or state waivers beyond the operating flexibility it already receives under Pennsylvania's charter law or would receive under Delaware law.

Section I. Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, and with any matching funds.

Propel is submitting a five-year request for \$4,104,478 from the U.S. Department of Education and will provide matching funds of \$1,058,750, or slightly more than 25% of the requested funds. The Propel Foundation has accumulated the funds required for this grant match

and will reserve it for that purpose. A copy of a current Propel Foundation balance sheet as well as an audited June 30, 2009 balance sheet documenting the availability of these funds is provided in Attachment Section 6.

Propel will add two staff members specifically for this project: a Director of Replication and Expansion (an experienced educator competent to oversee implementation of the Propel model at each new school) and an Outreach Coordinator. These two staff will begin with salaries of \$80,000 and \$30,000, respectively, with yearly raises of 4% assumed in the budget. Their salaries and fringe benefits represent the 15% of total grant funds that may be used to fund Propel central office activities directly related to the school expansion and replications. No other central office costs will be funded by the grant.

At each new Pennsylvania school, two categories of planning expenditures are included: \$20,000 for community outreach (contracted consulting services and production of materials) to ensure that the most needy families learn about Propel's availability, and \$10,000 for professional assistance in evaluating the suitability of potential facilities. An implementation coach is funded for the first three years of each new school (or until the end of the grant period) to support the development of effective teaching and document successful practices. Remaining funds will be used to assist with acquisition of textbooks, other instructional materials, furniture, and equipment.

At the Delaware school, due to its less convenient access to assistance from Propel's central office, a principal-level Director of Model Implementation will be funded for the first two years of operation. Funds are also allocated for extensive professional development and on-site coaching to assist with the additional challenges involved with introducing a new school model in an already existing, low-performing school. Travel funds will cover transportation for Propel

administrators and professional development instructors between Pittsburgh and Delaware, as well as attendance at U.S. Department of Education grantee conferences. As with the proposed Pennsylvania schools, the remaining funds will be expended on textbooks, other instructional materials, furniture, and equipment.

Section J. Describe how students in the community, including students with disabilities, English learners and other educationally disadvantaged students, will be informed about the proposed new or expanded charter schools and given an equal opportunity to attend such schools.

Just like Propel's educational program, Propel's outreach is intentionally aimed at families in educationally underserved communities. Not only does Propel seek to locate its schools in economically disadvantaged areas, but, when it places a school in a socioeconomically mixed region, it focuses its outreach on the communities of greater need. As a result, Propel has maximized the extent to which its high-performing schools of choice benefit those who need them the most. The content of Propel's outreach and its methods of communicating information to prospective students and families are described below.

Content. Propel provides families with accurate information about its mission, vision, and instructional program. Materials typically feature Propel's extremely high parent satisfaction rates, relatively small school and class sizes, rigorous academic expectations, and arts emphasis. Families are encouraged to apply online or by phone, or to contact Propel for more information. A sample of Propel's outreach collateral appears in Attachments Section 7.

Inquiries are fielded by Propel's enrollment specialist, community relations specialist, and director of pupil services (during the grant project, the grant-funded outreach coordinator will handle the significant increase in inquiries that the proposed expansion will generate); families are also encouraged to tour an operating Propel school and talk with a principal before

making their decision. Propel staff meet individually with each family and review the school's expectations of students and parents before that family makes an enrollment commitment.

Outreach Methods

When preparing to open a new school, Propel typically begins its outreach campaign with grassroots activities and then adds conventional advertising channels as necessary. Marketing is most substantive in the months of August to December, which is usually Propel's open enrollment period. With well over 1,700 parents actively sharing their satisfaction with Propel's schools among other families, and more than 2,000 children on Propel's waiting lists, new Propel schools tend to fill up quickly.

School location. Propel's primary way to target families of need is to place its schools in needy communities with a scarcity of affordable educational alternatives. Most of Propel's existing schools are located in the Monongahela Valley, where numerous small, once-prosperous river towns fell into economic disarray following the collapse of the Pittsburgh area's steel industry 30 years ago and where more than 25% of the population lives in poverty. About 75% of the students in Propel's Mon Valley schools and 73.5% of Propel's total student body are eligible for free or reduced-price lunch.

Targeted promotion. When Propel schools are located in middle-income areas, promotional activities are targeted at the nearby neighborhoods of greatest need. For example, Propel Montour is located in Kennedy Township, a modest suburb about 10 miles west of downtown Pittsburgh, but adjacent to the economically and educationally disadvantaged Sto-Rox School District (which serves the lower-income communities of McKees Rocks and Stowe Township) and the Pittsburgh Public Schools. Propel concentrated its publicity in Sto-Rox and nearby neighborhoods of the city of Pittsburgh, with the result that 70 percent of the Propel

Montour student enrollment comes from these communities. Similarly, two Propel schools are located within the Woodland Hills School District, a racially diverse district created by a desegregation order in the 1970s and serving 12 municipalities east of Pittsburgh. Propel's recruitment activities for these schools took place in the municipalities with the greatest prevalence of poverty and the largest minority populations—such as Braddock, Rankin, and Turtle Creek—rather than in more affluent Woodland Hills communities such as Churchill and Forest Hills. In each new school start, Propel uses census data, community feedback, and firsthand experience to identify the communities it will target with promotional materials.

Word of mouth. Parents of Propel students are the best and most persuasive advocates for Propel schools. Therefore, when promoting a new school, Propel provides parents at its existing schools with informational materials that describe the schools, what they can offer to students and families, their track record of success, and how to navigate the application process. Propel encourages parents to share this information with friends who live in the vicinity of the new school. This word-of-mouth approach is highly credible (since prospective families are receiving information from people whom they trust), effectively counteracts false rumors spread by opponents of charter schools, and typically begins a rising trajectory of grassroots enthusiasm that leads to dozens of student applications.

Community organizations. Propel focuses communication efforts on community organizations located near each new school and serving families who lack school choices. Propel then seeks to present information to these organizations at public meetings. The organizations typically include youth-serving nonprofits like the Boys and Girls Clubs; places of worship; public libraries; family resource centers; lower-income housing developments; and public libraries. Parents with students enrolled in existing Propel schools participate in these

presentations; to emphasize that students with special needs are welcome in Propel schools, a parent of such a student is almost always among those speaking. Families involved in these community organizations frequently become interested in Propel through these meetings. Propel also holds picnics, open to the public, in communities where a new school is opening.

Day care centers. Propel works with community day care centers to reach families with children entering kindergarten. Propel provides each child care center with free posters on how to prepare children for their first year of school and with handouts describing Propel. These materials have been well received as a means for child care centers to educate families.

Direct mail. Propel sends postcards by direct mail to 30 communities of poverty within the 21 school districts where Propel students live. Direct mail pieces are targeted at households with children between the ages of 4 and 15 years. In the area surrounding a new Propel school, three direct mail pieces are usually delivered over a four-month period, to continuously remind parents of this school option.

Advertising. Propel occasionally places advertisements in local newspapers and radio to ensure that a broad audience, not reached through other outreach methods, is aware of its schools. For example, Propel has advertised in the *Pittsburgh Courier* (which serves an African-American readership) and radio ads have been placed on local stations with a predominant listenership of African-Americans between the ages of 15 and 40.

Section K. Describe how the proposed new or expanded charter schools that are considered to be LEAs under State law, or the LEAs in which such charter schools are located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

The schools proposed as part of this project are considered LEAs under state charter law, so the provisions of section 613(a)(5) are not applicable. Section 613(e)(1)(B) prevents SEAs

from forcing charter schools into consortiums that could have the effect of limiting access to IDEA Federal funds. In Pennsylvania, charter schools are being treated equitably with funds distributed proportionally based on head counts by Intermediate Units across the state. Propel will leverage its existing knowledge of these statutes and its existing relationships with those administering these funds to ensure that its schools are treated in accordance with this provision and receive the funds to which they are entitled.

Section L. Provide information on any significant issues in the areas of student safety, financial management, and statutory or regulatory compliance. As noted in the absolute priority, for purposes of this competition, “significant” means something that did, will, or could lead to the revocation of a school’s charter.

Propel’s only “significant issue” has turned into an illustration of the overwhelming evidence of Propel’s success. In November 2009, the Woodland Hills School District initiated the process of denying charter renewal for the Propel East school in Turtle Creek. This opposition was apparently driven by the Woodland Hills superintendent, who stated that the district’s test scores “equal or surpass those at Propel.” A *Pittsburgh Post-Gazette* education reporter found otherwise, noting that Propel’s state test scores, both overall and for virtually every identifiable subgroup, were significantly superior to those at Woodland Hills. For example, 78 percent of Propel students in grades 3-8 achieved proficiency in math, compared to 67 percent in Woodland Hills grades 3-5 and barely 50 percent in grades 6-8. (The *Post-Gazette* article is contained in Attachments Section 7). After considerable public outcry and a strong show of community support for Propel, the Woodland Hills school board unanimously voted in June 2010 to renew Propel’s charter.

Project Narrative

Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Resumes** Pages: **21** Uploaded File: **Section 1 - Resumes.pdf**



Section 1 – Other Attachments: Resumes/Curriculum Vitae

- Resume of Jeremy Resnick, Executive Director
- Resume of Carol Wooten, Chief Academic Officer and Superintendent
- Resume of Darryl Robinson, Business Manager
- Resume of Richard Snyder, Director of Non-Instructional Operations
- Resume of Randall Bartlett, Director of Curriculum, Instruction and Assessment
- Resume of Mandi Davis Skerbetz, Director of Pupil Services
- Resume of Tina Chekan, Principal, Propel McKeesport
- Resume of Joe Oliphant, Principal, Propel Braddock Hills

Jeremy Resnick
901 North Negley Avenue
Pittsburgh, PA 15206

WORK EXPERIENCE:

Founder, Executive Director, Propel Schools. (2001 - present)

Led start-up and directing growth of award-winning non-profit federation of high performance Western Pennsylvania charter schools currently serving 1700 students at 5 campuses.

Co-Founder, Administrative/Educational Leader, Northside Urban Pathways Charter School. (1998 - 2001)

Led start-up and growth of one of Pittsburgh's first charter schools serving an urban middle and high school population. The school's standards driven program produced strong academic growth in an urban student population that arrived at the school with significant deficits. Charter was renewed on evidence of student and organizational success by the Pittsburgh Board of Public Education in 2001.

Project Director, Charter Schools Project, Duquesne University. (1996 to 1998)

Directed start-up and ongoing operation of an effort to provide nuts and bolts technical assistance to groups and school districts seeking to open or sponsor charter schools. Active in national and state level discussions surrounding charter school policy. Project received accolades from both local and national sources.

Director, Steel Center AVTS Technical Academy. (1994 to 1997)

Founding director and guiding force behind the establishment of an innovative school-to-work program bringing accelerated high school students to a public vocational-technical school.

Coordinator, Wilkinsburg School District's Turner School Initiative (1994-1995)

Coordinated an effort of the Wilkinsburg School District to revitalize an under-performing elementary school using a charter-like, competitive strategy. This effort drew national attention and resulted in a five year, results oriented contract between the Wilkinsburg School District and a private company.

Educational Issues Consultant. (1992 to 1998)

Clients included Advanced Computer Tutoring Project of Carnegie-Mellon, Investing Now at the University of Pittsburgh, and the Allegheny Policy Council for Youth and Workforce Development. Projects range from providing research and analysis on the state of public schooling to designing curriculum and materials to developing and coordinating educational programs for minority youth.

Administrative Practitioner, Pittsburgh Public Schools. (1990-1992)

Coordinated and acted as a lead teacher for a successful school/university collaboration intended to improve the quality of math instruction with cutting edge technology.

Math Teacher, Pittsburgh Public Schools. (1987-1990)

Taught all levels of mathematics to large classes of urban high school students at Langley High School and Schenley High School Teacher Center.

Research Assistant, Abraxas Foundation. (1985-1986)

Assisted in evaluation of a drug and alcohol rehab program for delinquent teens.

Co-Director, Minnesota Human SERVE Campaign. (1984)

Established and coordinated a large scale, statewide, agency-based voter registration campaign.

EDUCATION:

University of Pittsburgh, 1987. Teaching Certificate.

Carleton College, 1985. BA in Mathematics with distinction.

Magna Cum Laude. Phi Beta Kappa.

AWARDS:

Pittsburgh Business Times' 2007 Diamond Award.

Pittsburgh Social Venture Partners' 2009 Social Venture Award.

OTHER ACTIVITIES:

Op-Ed contributor, *Pittsburgh Post-Gazette, Harrisburg Patriot*. Frequently quoted in local newspapers.

Presenter at meetings of professional associations including Pennsylvania School Boards Association and PA Association of Charter Schools.

Co-author of chapter in *1996 Politics of Education Yearbook*.

Contributor to *Reinventing Public Education* (1997).

Co-author of articles in *Mathematics Magazine* and the *American Journal of Drug and Alcohol Abuse*.

OTHER POSITIONS PAST AND PRESENT:

Advisory Board, National Charter School Accountability Study.

Board of Directors and Treasurer, Northside Urban Pathways.

Board of Directors, Congregation Dor Hadash.

Board of Directors, Pittsburgh Neighborhood Alliance.

Board of Directors, Pittsburgh Peace Institute.

Board of Directors and Treasurer, Minnesota Public Interest Research Group.

Carol C. Wooten
112 Highpointe Drive
Pittsburgh, Pennsylvania 15220
(412) 531-2337

EDUCATION

Ed. D. Administrative and Policy Studies, University of Pittsburgh
Dissertation Title – The Team: An Ethnographic Account of Teachers in an
Urban High School Program for At-Risk Youth.

M.A. German Literature, Memphis State University

B.S. Biology, Emory and Henry College

CERTIFICATIONS

Secondary Principal
Supervisor of Curriculum and Instruction
Letter of Eligibility

ADMINISTRATIVE AND RESEARCH EXPERIENCE

07/03 – Present	Superintendent Propel Schools, Pittsburgh, PA
08/99 – 07/03	Superintendent South Side Area School District, Hookstown, PA
08/96 – 07/99	Assistant Superintendent South Side Area School District, Hookstown, PA
08/94 – 08/96	Supervisor of Curriculum and Instruction K-12 Federal Programs Coordinator South Side Area School District, Hookstown, PA
08/94 – 08/95	Administrative Leadership Training Team (Teleconferences-Seminars) Secondary Instructional Support System of Pennsylvania Presenter
08/93 – 08/94	Principal South Side Middle School South Side Area School District, Hookstown, PA
08/92 – 08/93	Principal – Riverview Middle/High School, Administrator for Academics Riverview School District, Oakmont, PA
08/91 – 08/92	Superintendent's Intern (Curriculum and Instruction)/ Perkins Coordinator Mars Area School District, Mars, PA

08/88 – 06/91 University of Pittsburgh
Documentation and Evaluation of the School-Based initiatives of Pittsburgh
New Futures (concentration on at-risk programs in the high schools in
Pittsburgh)

TEACHING

08/85 – 06/88 Biology/Health/German
The Oakland School, Pittsburgh, PA

08/84 – 06/85 Life Science/Earth Science Instructor/Science Programs Coordinator
St. Catherine of Siena, Pittsburgh, PA

08/80 – 08/82 Life Science Instructor/Gifted Talented Team Teacher
Department Chairperson
Dean Middle School, Manassas, VA

1979 – 1981 Instructor and Program Director
(Summers) Summer Science Program for Accelerated 7th - 9th Graders
Northern Virginia Community College

09/75 – 08/80 Biology Instructor
Fauquier High School, Warrenton, VA

08/70 – 05/72 German Instructor (Graduate Teaching Assistant)
Memphis State University, Memphis TN

06/69 – 08/70 Earth Science Instructor
Richlands Junior High School, Richlands, VA

PROFESSIONAL MEMBERSHIPS, COMMITTEES (past and present) PROGRAMS COMPLETED

- Pennsylvania ASCD Executive Board – Co-Chair Committee for Curriculum and Instruction
- Pennsylvania Association of School Administrators
- Principals Academy, University of Pittsburgh
- Association for Supervision and Curriculum Development
- American Educational Research Association
- Pennsylvania Educational Research Association
- Phi Delta Kappa
- Allegheny Singer Early Childhood Study
- Beaver County Curriculum Committee – Co-Chair
- Beaver County Initiative for Growth, Technology Committee
- Southwestern Pennsylvania Area Labor – Management Committee

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- Leadership and Assistance for Science Education Reform – Regional Steering Committee (National Science Resources Center – National Science Foundation) Beaver, Butler, Washington, Lawrence and Westmoreland Counties (ASSET)
 - Pittsburgh Technology Council/S.P.I.R.C. – Curriculum Committee – Career Skills Steering Committee
 - Forum for Western Pennsylvania School Superintendents
 - Beaver County Education Trust – Executive Committee
 - Beaver County Superintendents – Joint Labor and Management Committee – Chairperson
 - Human Capital Policy Initiative, University of Pittsburgh - Speaker

INTERNATIONAL EXPERIENCE

- Japan Ambassadors Program – Annual Exchange - Taishi Junior High School/South Side Middle School – Organizational Team and Participant.
- Transatlantic Leadership Forum – Educational Exchange – University of Pittsburgh –Institute for International Studies in Education, Department of Administrative and Policy Studies and The University of Augsburg, Germany – Researcher and Participant.

ORGANIZATIONS

Pittsburgh Habitat for Humanity – Board of Directors
Three Rivers Connect (3rc) – Board of Directors

GRANTWRITING - GRANTS RECEIVED

Written and received over one million dollars in technology grants – list available upon request

DARRYL ROBINSON

2685 Thoroughbred Court Suite 935, Allison Park Pa. 15101
412-951-6676, darrylsr25@hotmail.com

Entrepreneurial minded executive with experience managing finance, accounting, operations and business development of industry leading companies. A highly qualified leader with a diverse background in management and with experience in fast-paced competitive environments. Successfully led companies through several stages of the business cycle to generate growth and profit enhancement.

Turnarounds	Profitability Forecasting
P & L Management	Sales and Business Development
Key Account Management	Budgeting and Expense Control
Cash Management	Reporting / Documentation
Financial management	Strong Computer Skills
Inventory Control	Contract / Price Negotiation

PROFESSIONAL MANAGEMENT EXPERIENCE

Self Employed – Pittsburgh, Pa

Financial Advisor and Management Consultant

2001 – 2006

Financial Advisor- Provided clients with comprehensive financial services including fee based planning, investments and insurance products. Analyzed the current financial situation of clients and then in conjunction with an understanding of the clients goals, time horizon and resources, made specific recommendations for goal achievement. Developed client base through relationship marketing and customer referrals.

Management Consultant- Provided senior level management consulting to Owners and top management of small to mid size companies. Consulted in the area of Cash flow management, Accounting, Process flow, Finance, Organization, Sales Development, Inventory management and Profit Enhancement. Customers included companies in heavy and light manufacturing and high technology industries.

TriLogic Corporation – Pittsburgh, Pa.

Vice President / CFO / Director

1995 - 2001

Developed the financial and operational areas of the company after it suffered from a 50% reduction in staff due to a spin-off. Responsibilities included the overall financial operation of the organization, banking relations, administration, accounting, cash flow management, inventory control and sales development. Successfully turned around the company through a planned reorganization with a lender.

- Reorganized the business from a low margin distribution company to a high margin technical consulting services and facility management company.
- Eliminated the on hand inventory and developed a drop shipment network with hardware manufacturer.
- Developed relationships with key customers to increase sales by 191%
- Received the Tech 50 award for one of the fastest growing companies in Western Pennsylvania.
- Featured on the cover of the Pittsburgh Business Times

Federal Reserve Bank – Pittsburgh, Pa.
Senior Manager 1988 - 1995

Managed several departments at the FED, ranging in size from 35 to 58 employees. Each of the departments included the successful management of a staff of junior managers.

- Cash Department Manager – responsible for satisfying the cash requirement for all Banks in the Pittsburgh region. This included the logistical movement of all FED cash in the Pittsburgh region.
- Securities and Savings Bond Department Manager – Responsible for the sale and redemption of Federal securities and bonds in the Pittsburgh region.
- Accounting / Budget and Purchasing Department Manager – Responsible for all accounting operations and purchasing requirements of the Pittsburgh office. Great Plains software

Arthur Andersen & Co. – Pittsburgh
Certified Public Accountant 1983 - 1988

Certified public accountant in the commercial audit division. Responsible for managing the audit of all areas of accounting and financial reporting of small and large businesses. Customers included companies in heavy and light manufacturing, high technology, non- profit and government industries.

U.S. Navy – Norfolk Va.
Lieutenant 1978 – 1982

Retail sales and services officer on the USS America aircraft carrier. Managed a division of 45 people and all the financial resources related to the division. The sales and services department included the five retail outlets and the ships commercial laundry plant servicing 5000 people.

EDUCATION

Pennsylvania State University
Bachelor of Science – Business Administration

Arthur Andersen
Various professional development courses

U.S. Navy
Various personnel and financial management courses

Certified Public Accountant
Certified Financial Planner
Series 7 & 66
Life & Health Pa, Va.

AFFILIATIONS

Kiwanis of Pittsburgh
Oakmont Yacht Club
Rivers Club of Pittsburgh
PACE Program to Aid Citizen Enterprise
Boy Scouts of America, Urban Committee
Alpha Phi Alpha Fraternity Inc. Pittsburgh Alumni Chapter President
F.R.O.G.S. of Pittsburgh, President
Pennsylvania Institute of Certified Public Accountants
American Institute of Certified Public Accountants

RICHARD SNYDER
1664 Old Welsh Rd
Huntingdon Valley, PA 19006
h. 215-938-0950
c. 267-229-5771
richsnyder3@hotmail.com

OBJECTIVE

A position as the Director of Operations with a growth oriented organization that will utilize my sales development, budget analysis and leadership abilities.

SUMMARY OF QUALIFICATIONS

SELECTED ACHIEVEMENTS

- **Manage** operations for 12 Intermediate Health Care Facilities with an annual operating budget of \$6.6 million. Responsible for 176 employees in 5 departments and all contracted services.
- **Planned** and facilitated the opening of 16 Intermediate Health Care Facilities in 18 months. Met all deadlines and regulatory requirements.
- **Managed** staff of 90 fine dining, banquet and sales employees in \$4.4 million unit. Implemented new staffing procedures and established quarterly sales goals for all departments.
- **Led** \$1.5 million opening project for new restaurant. Managed contractors, kitchen design and budget. Met all deadlines with fully trained multi-department staff.
- **Introduced** new product on high sales volume items. Resulted in savings of approximately \$6,400 in unit and \$78,000 in sales for 12 units of single item.
- **Motivated** staff of 6 salaried and 60 hourly employees in new unit. Exceeded sales goal by \$500,000 with less than 10% turnover.
- **Directed** \$880,000 restaurant remodeling and re-opening project including managing construction schedule, equipment purchasing, staffing and training. Closed and re-opened in 9 weeks.
- **Supervised** \$1.1 million liquor, beer and wine sales, and controlled inventory. Exceeded all cost goals for year earning profit of \$293,000.
- **Planned** budgets for 9 units in 7 years for all sales and cost centers for 4 restaurant concepts. Forecasted and achieve cost center percentages by controlling purchasing, services and labor.
- **Evaluated** and proposed management restructuring for 5 restaurant units. Improved management payroll by \$220,000 in first two years.

RICHARD SNYDER
(page 2)

SELECTED ACHIEVEMENTS (CON'T)

- **Developed** food and liquor menus for 3 restaurants by doing competitive research and pricing. Created niche market for restaurants, all doing in excess of \$2.5 millions in annual sales.
- **Trained** incoming General Managers, Culinary and Assistant Managers on operational procedures, P&L, and staffing. Provided strong core management skills with 12 managers currently with company.
- **Restructured** and organized budget for poor performing restaurant. Increased profits by \$62,000 in first year.
- **Created** 2-year advertising campaign for stagnant restaurant. Increased guest count by 12% and sales by 17%.
- **Designed** and implemented training programs for kitchen and service for pre-opening restaurants. Opened 2 units with multiple departments trained within 15 days.

PROFESSIONAL EXPERIENCE

ALLEGHENY VALLEY SCHOOL Regional Administrator	2005 - Present
HARVEST ASSOCIATES General Manager – The Huntley Tavern	2004 - 2005
SELECT RESTAURANTS, INC. General Manager Winberie's Restaurant & Bar Rusty Scupper Cheese Cellar Café	1996 - 2004
Service Manager Top of the Triangle Cheese Cellar Restaurant	
PITTSBURGH CLUB ENTERPRISES, LTD Assistant General Manager/Director of Marketing	1994 - 1996

EDUCATION

B.A., Pre-Law, Minor - Economics	University of Pittsburgh
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Randall Kenyon Bartlett Jr.

716 East End Avenue, Pittsburgh, PA 15221

412.651.5902

rbartlett@propelschools.org

Professional Goals

- To create meaningful learning opportunities for all children.
- To inspire learning for all members of the community

Education

Antioch University, Ph.D.

Organizational Leadership and Change
Yellow Springs, OH

1/10-present

Keene State College, Post-Master's Certificate

Educational Leadership
Keene, NH

8/05-5/07

Antioch University New England, M. Ed

Elementary Education
Keene, NH

8/01-12/02

Oberlin College, BA

History/Religion
Oberlin, OH

8/96-12/99

Employment

Director of Instruction and Curriculum Propel Schools

Pittsburgh, PA

10/08-present

- Support Principals and Instructional Coaches
- Design and implement instructional methods
- Analyze data to improve student learning
- Assist Principals in teacher improvement
- Design Professional Development

Founding Principal

Propel Andrew Street High School

Munhall, PA

1/08-10/08

- High School Design Team member
- A Personalized project based high school
- A school focus on student empowerment
- Students drawn from multiple resource poor communities
- Hired and trained staff

Assistant Principal
Propel Montour Charter School K-6
Kennedy Township, PA

7/07-7/08

- Designed policies and procedures for new school
- District Technology Coordinator supervisor
- Primary grades intervention team leader
- Administrative team member

Assistant Principal
Propel East Charter School K-5
Turtle Creek, PA

8/06-7/07

- Team leader for Literacy Redesign
- Organized and planed staff supervision
- Team leader for district writing committee
- Administrative team member
- Engaged in daily school activities

Teacher
3rd/4th grade multiage classroom
Acworth Central School
Acworth, NH

8/03-6/06

- Lead Teacher
- K-5 Literacy Curriculum Coordinator for the district
- Co-created annual world cultures exposition
- Co-teacher for 5th grade science and social studies
- Supervised teaching interns
- Designed and implemented school-wide curriculum based on new Grade Level Expectations in all subject areas
- Redesigned the school Literacy program to reflect best practices and current research

Teacher

11/02-6/03

Kindergarten

Franklin School

Keene, NH

- Redesigned Kindergarten assessment
- Implemented new science curriculum

Director of Academic Assistance Programs

6/00-8/01

Oberlin Community Services

Oberlin, OH

- Designed math curriculum for students in the 4th, 6th and 10-12th grades
- Hired and supervised 100 mathematics tutors
- Wrote grants and performed statistical analyses
- Assisted with the implementation of a community garden at the local K-2 school
- Participated in the creation of a local chapter of The Boys and Girls Club Of America
- Assisted with food bank operation and utility assistance programs

Volunteer Action Center

9/00-8/01

Lorain, OH

AmeriCorps Volunteer

- Implemented mathematics and literacy intervention for at-risk students in Lorain County, Ohio
- Tutored K-12 students in all subjects
- Acted as a liaison between the Volunteer Action Center and local United Way agencies

Oberlin Public Schools

6/00-9/00

Oberlin, OH

Literacy Intervention Aide

- Worked with 2nd-5th graders on phonics based literacy intervention
- Coordinated group free time for 50 students

Substitute Teacher

12/99-6/00

K-12

Oberlin City Schools

Oberlin, OH

Mandi Davis Skerbetz

1454 Edgehill Avenue • Pittsburgh, PA 15216 • (412) 651-0581 • mdavis@propelschools.org

EDUCATION:

University of Pittsburgh

Pursuing an EdD in Special Education

Pittsburgh, PA
January 2006 - Current

Duquesne University

B.S. Elementary Education

GPA = 3.519

Pittsburgh, PA
May 2002

M.S. Special Education

GPA = 3.945

May 2004

TEACHING CERTIFICATION:

Pennsylvania Instructional II, Elementary Education Teaching and Special Education Teaching Certification

Pennsylvania Special Education Supervision Certification

TEACHING EXPERIENCE:

Propel Schools

Pupil Services Coordinator

- Responsible for the implementation, supervision, and coordination of Propel Schools' Special Education Program, ELL Program and Gifted Program.
- Responsible for the record keeping and coordination of Propel Schools' homeless, homebound, and CYF cases.

Pittsburgh, PA
August 2005 - Current

Propel Schools

Extended School Year Director

- Design, implement, and supervise Propel Schools Extended School Year Program.

Pittsburgh, PA
August 2003 - Current

Propel Schools

Special Education Teacher/Coordinator & Gifted Teacher/Coordinator

- Taught learning support and emotional support 3rd, 4th, 5th, and 6th grade classes in the subjects of math, reading, and written expression.
- Represented Propel Schools in all areas of Special Education.
- Designed and implemented "Discovery Aces", Propel Schools' gifted program.

Pittsburgh, PA
August 2003 – August 2005

EXPERIENCE WITH SPECIAL NEEDS CHILDREN:

Pressley Ridge Schools

TSS (Therapeutic Support Staff)

- Provided one on one discrete trial and play based therapy to children with Autism Spectrum Disorders.
- Read and reported on progress reports and other behavioral plans.

Pittsburgh, PA
April 2002 – August 2003

Watson Institute

Respite Care Taker

- Interacted with children who were unable to be supervised by untrained personnel.
- Fed, changed clothing, swam, and supervised children with multiple disabilities ranging from Autism Spectrum Disorders to Down's Syndrome.

Sewickley, PA
June 2001 – December 2003

Watson Institute

Clinical Aide

- Provided direct care within Camp WISP, (Watson Institute Summer Program) an inclusion therapeutic summer camp, serving children ages 6-13, with developmental disabilities such as Autism as well as additional psychiatric disorders.

Sewickley, PA
Summer 2001 and Summer 2003

Pittsburgh Public School District / Miller African Centered Academy

PACT (Project for Academic Coaching through Tutoring)

ARC (America Reads Challenge) Tutor

- Tutored individuals and small groups across the elementary curriculum, concentrating on reading and written expression.

Pittsburgh, PA
August 1998 – December 2002

Mandi Davis Skerbetz

1454 Edgehill Avenue • Pittsburgh, PA 15216 • (412) 414-6470 • mdavis@propelschools.org

UNIVERSITY INSTRUCTION:

Courses Taught

Foundations of Special Education

Undergraduate and graduate level course that reviews the information and research about human exceptionality and the principles and practices of special education. University of Pittsburgh, Department of Instruction and Learning. Spring 2009.

Consultation and Collaboration

Graduate level course that prepares teacher candidates of students with mild and moderate disabilities to collaborate with general education teachers by implementing appropriate interventions, adapting materials, instruction, and evaluation procedures for students in inclusive settings. Additionally, the course focuses on those skills necessary for interactions with other professionals and parents. University of Pittsburgh, Department of Instruction and Learning. Summer 2009, Spring 2010 & Summer 2010.

GRANTS, PRESENTATIONS, CONSULTATIONS, PARTNERSHIPS:

Grants

2004 – Pennsylvania Department of Education Grant for the Implementation of Progress Monitoring

Presentations

2009 – Revisiting Surface Management Techniques as Schoolwide Positive Behavior Support Interventions for All Students, *PASCD 59th Annual Conference*

2008 – Revisiting Surface Management Techniques as Schoolwide Positive Behavior Support Interventions for All Students, *International Behavioral Institute for Children and Adolescents Conference XIV*

2007 – A Thinking Strategy for Tomorrow's Gifted Leaders: Six Thinking Hats, *Pennsylvania Association for Gifted Education*

2007 – Interventions: What to Try and When, *Propel Schools*

2006 & 2007 – Care Team, Instructional Support Team, and Response to Intervention Overview, *Propel Schools*

2004, 2005, 2006, 2007, & 2008 – Special Education Accommodations in the Arts – Pittsburgh Dance Ensemble, Pittsburgh Irish and Classical Theatre, and Nego Gato (Brazilian Dance Troupe), *Propel Schools*

2006 – Inclusion: What it means and How to Do It, *Propel Schools*

2006 – Working with Difficult Students, *Propel Schools*

Consultations

2008 – 2009 – Expert Witness in the area of Special Education – *Allegheny County, Maryland Circuit Court* – Researched and testified as a qualified expert witness in the area of special education.

2008 – Present – Independent Consultant – Working with families to help with IEP development and student advocacy

2008 – Independent Consultant – *Stephen C. Wilkinson, LLC* – Researched and provided information on disabilities and special education practices to law firm as requested.

2005-2006 – *AIU3* – Member of Committee for the design of "A Toolkit for Effective Collaboration between Schools and Mental Health Agencies Providing Therapeutic Staff Support"

Partnerships

2007 – Present – Language Based Learning Disabilities, *Landmark School, Prides Crossing, MA & Propel Schools, Pittsburgh, PA*

BOARD MEMEBERSHIPS and PROFESSIONAL MEMBERSHIPS:

Board Membership

- Southwestern Pennsylvania Odyssey of the Mind – Member at Large (2007 – 2009)
- Pennsylvania Association of Positive Behavior Support Network – Co-Founding Member (2008 – 2009)

Professional Membership

- Association of Positive Behavior Support
- Council for Exceptional Children
- National Association of Pupil Services Administrators
- Council for Children with Behavioral Disorders
- Council of Administrators of Special Education
- Leaders in Learning
- AIU3 District Liaison Cooperative
- ELI (Educational Leadership Initiative) Team Member – University of Pittsburgh and Propel Schools

Tina Chekan
1021 Woody Drive
South Park, PA 15129
Home: (412) 650-8528 **Cell phone:** (412) 651-7343
tchekan@propelschools.org

Dedicated, resourceful education professional with proven ability to: create and monitor policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students; develop an environment that encourages open communication with colleagues, students, and the community; and mentor educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state learning standards.

Education and Credentials:

Gannon University – 2005
Principal Certification K-12

University of Pittsburgh - 1998
Masters Degree in Deaf Education K-12

Ball State University – 1992
Bachelor of Science in Elementary Education

Professional Experience:

Principal Propel McKeesport McKeesport, PA	August 2007 - Present
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Assistant Principal/Literacy Coach Propel McKeesport McKeesport, PA	August 2005 – July 2007
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Teacher Propel Homestead Homestead, PA	August 2003 - July 2005
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Teacher Wilkinsburg School District Wilkinsburg, PA	August 1998 – June 2003
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Behavioral Specialist Pressley Ridge Pittsburgh, PA	February 1996 – June 1998
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Highlighted Accomplishments:

- Earned EPIC Award 2 consecutive years for increasing overall student achievement
- Over the past 5 years, dramatically improved test scores to 95% passing (Math) and 77% passing (Reading) in urban school district
- Leader in Professional Development
- Formulated an Instructional Cabinet of Leaders including administrators, teachers, and coaches
- Proficient in the ability to differentiate content, lessons, and assignments
- Created Professional Habits for staff and School-wide Habits for Students to create a safe and effective school culture.
- Adept in technology including Smart Technology, Excel, Distance Learning Equipment, and Access
- Ability to assess strengths and needs of students using multiple snapshots of data

JOSEPH OLIPHANT

3572 Falmouth Drive • South Park, Pennsylvania 15129 • (724) 782-0307 • joliphant@propelschools.org

Employment

TECHNOLOGY DIRECTOR
Propel Charter Schools

2008-PRESENT
Turtle Creek, Pennsylvania

Responsible for training, modeling, and assisting teachers in integrating technology in the classroom to improve student achievement. Work in five buildings with students in grades kindergarten through 12 to oversee, model and plan effective implementation of technology.

- Organized Powerful Practices Technology Fair-Turned an in-service into a day-long technology conference. Had attendees from 20 different districts attend this free conference focused on teacher implementation of technology into the curriculum.
- Pennsylvania Discovery Educator Network Leadership Council- play a critical role in supporting the state-level DEN communities through consistent and varied communications as well as organization and support of local activities and events.
- Organized DEN SCICON virtual conference – This was the first science-focused conference that Discovery Education ever held.
- Monthly meeting with administrators/coaches where I implement a particular technology tool for students achievement.
- Wrote and received a grant for GPS units for the students and designed relevant and exciting ways to implement them into the curriculum, including an upcoming Geocaching event for students and their families as well as teachers and staff.
- Attended an international conference hosted by Carnegie Mellon University relating to the Gigapan project and its relevance in education in the summer of 2009.
- Planned a free event focusing on educating teachers on integrating SMART products into various grade levels and content areas.
- Had an article published in Pennsylvania Administrators magazine regarding the importance of a technology coach in effectively introducing new technology in a school district. <http://joepropel.wikispaces.com/PAESSP+Article>
- Planned and presented at several conferences around the region and state, including the Pennsylvania Education Technology Expo and Conference, Three Rivers Education Technology Conference and several others.

TECHNOLOGY INTEGRATION COACH/MASTER TEACHER
Propel Charter School East

2005-2008
Turtle Creek, Pennsylvania

Collaborated with teachers and administration to introduce and integrate various technological tools and resources for grades kindergarten through sixth. Emphasized enhancing curriculum lessons through the use of Smart boards, projectors, personal response systems and various other tools. Conducted in-service trainings, as well as one-on-one trainings for staff members.

- **EDUWARE EDUCATIONAL PRODUCTS**
Currently test interactive educational products in the classroom setting to make sure that the products are developmentally appropriate, standards-based, and a meaningful classroom instructional tool.

Taught second grade students in all general education subjects. Instructed multi-age groups in

history and science. My duties included submitting standard-driven lessons, administering DIBELS, DRA's, SAT 10, and other progress-monitoring assessments. I utilized Math Investigations, Open Court and History Alive curriculums while teaching at Propel. Trained on Successmaker and Waterford Learning Computer Systems both of which were used extensively in my classroom. Started an initiative to raise science awareness in our building in attempt to raise Science PSSA scores. National Science Teachers of America (NSTA) member. Organized 1st annual science fair.

- **ASSET SCIENCE**

Participated in numerous professional development sessions Topics included: Inquiry, building investigative science notebooks, technology integration, and current curriculum matters in the classroom. Assumed teacher leader responsibility in my building as well as the S.O.S. (Specialist on site). Extensive presentations regarding standards and science methodology. Assisted in the Kit Specialist program where I taught a science module unit to teachers at other districts. Taught the following science modules: Life Cycle of the Butterfly, Solids and Liquids, Insects, Balance and Weighing, Changes, Ecosystems, Electric Circuits, Food Chemistry and the Human Body.

- **ODYSSEY OF THE MIND-COACH/SCHOOL COORDINATOR**

Achieved state final recognition 2 years in a row while coaching third, fourth, and fifth graders in Odyssey of the Mind. This program teaches students to learn creative problem-solving methods and team-building activities while having fun in the process.

- **PSSA MATH RANGEFINDING COMMITTEE**

Selected through application process to participate in Math Rangefinding committee to review/score appropriate grade-level responses from the PSSA tests.

- **STAR DISCOVERY EDUCATOR**

Selected through application process to be a member of a global online collection of educators who share technology strategies

THERAPEUTIC SUPPORT SPECIALIST

Mercy Behavioral Health

2005-2008

Pittsburgh, Pennsylvania

Provide mobile therapy and clinical support to behaviorally challenged children. Design and assist parents in implementing behavior management programs for home, school and community.

SPECIAL EDUCATION TEACHER

Holy Family Learning/Residential Education

2002-2005

Pittsburgh, Pennsylvania

Taught sixth through tenth grade students with diagnosed emotional and behavioral disabilities. In this role, I developed, implemented and evaluated Individual Education Plans and daily lesson plans that met the individual objectives of each student. Also managed crisis situations through utilization of skills learned in agency-approved training. I also attended several Asset Incorporated training sessions.

- **STARFISH COMMITTEE**

Committee formed to implement a program to eliminate peer intimidation through violence and verbal insults within the school.

- **BEHAVIORAL MODIFICATION COMMITTEE**

Committee formed to develop and implement behavior plans as well as managing challenging situations that may arise in the classroom.

- VOCATIONAL EDUCATION
Taught carpentry skills and general home remodeling to students from throughout the Holy Family Organization.

Awards and Honors

PAECT LEADER OF THE YEAR 2010

Chosen as Pennsylvania's leader of the year for integrating technology effectively in an educational setting.

KEYSTONE TECHNOLOGY INTEGRATOR 2008

One of fifty educators chosen from around the state to be honored in 2008 for outstanding use of technology in the classroom. This title is awarded to a classroom teacher who fully utilizes the many benefits technology offers to improve instructional practices across content areas. In doing this, the teacher does not focus on the technology itself; rather focuses on student learning and uses technology as a tool to support this end.

Experience and Qualifications

SMART NOTEBOOK 10 CERTIFIED TRAINER 2008

Completed three day training to become certified to train fellow educators on effective uses of the Notebook 10 software.

STUDENT TEACHER SPRING 2002 *Ben Franklin Elementary School* *Bethel Park, Pennsylvania*

Taught a self-contained fourth grade classroom. This involved preparing and implementing lesson plans for all subjects. During this time, co-coordinated the Hop-a-Thon for Leukemia/Lymphoma.

MENTOR/VOLUNTEER 1998 *Halls Cross Roads Elementary* *Aberdeen, Maryland*

Mentored in the S.T.A.R. program helping at-risk students. Also tutored one-on-one as well as small group instruction.

Education

MASTERS OF EDUCATION AND PRINCIPAL CERTIFICATION 2007-2008 *California University of Pennsylvania* *California, Pennsylvania*

B.A. ELEMENTARY EDUCATION
Point Park University

2000-2002
Pittsburgh, Pennsylvania

ELEMENTARY EDUCATION
Harford Community College

1997-2000

Interests and Activities

NSTA MEMBER

2006-PRESENT

UMPIRE
Various

1995-PRESENT

Member of various distinguished umpire organizations, umpiring games for players from age seven to adult.

CLOWN

1990-PRESENT

Entertain children and adults at birthday parties, hospitals, nursing homes, company picnics and other types of gatherings. Organized games, activities, face painting, balloon creations and magic tricks.

Project Narrative

Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **Letters of Support** Pages: **20** Uploaded File: **Section 2 - Letters of Support.pdf**



Section 2 – Other Attachments: Letters of Support

- Lillian M. Lowery, Secretary of Education, Delaware Department of Education
- Charles S. McDowell, Chairman of the Board, EastSide Charter School
- There du Pont, President, Longwood Foundation
- Stan Thompson, Director of the Education Program, The Heinz Endowments
- Gregg S. Behr, Executive Director, The Grable Foundation
- Kathleen W. Buechel, Executive Director, The Benter Foundation
- Scott D. Izzo, Director, Richard King Mellon Foundation
- James Brewster, Mayor, City of McKeesport
- Jay Costa, Jr., Senator, 43rd District
- Sean Logan, State Senator, 45th District
- Lee Ann Munger, Propel Parent
- Brian Estocin, Woodland Hills School Board Member and Propel Parent
- Marlene Murphy, Community Organizer
- Susan P. Goodwin, Former Superintendent and Clinical Professor, University of Pittsburgh, School of Education
- Vince Valicenti, Associate Director, ASSET Incorporated
- John Lozosky, Western Pennsylvania Superintendents Forum

DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

July 12, 2010

James H. Shelton, III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

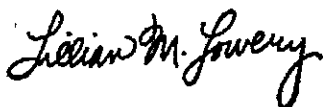
Dear Mr. Shelton:

I am pleased to provide this letter of support for the Propel Foundation's (Propel) *Replication and Expansion of High-Quality Charter Schools* proposal. Propel has achieved some very impressive results with school populations heavily dominated by educationally disadvantaged students in Pennsylvania.

As a result, I was encouraged to meet with Propel's leadership and discuss opportunities for this organization to assist our school improvement efforts in Delaware. I was particularly struck by the focus on support—for students, families, and teachers—that is present throughout the organization and its schools. One of the more unique aspects of Propel's model is the deliberate approach to creating clusters of charter schools that can maximize the potential for collaboration around curriculum, assessment, professional development and family engagement, while also minimizing the cost for common operational activities.

As Delaware moves forward with our education reform plan, we are eager to identify partners such as Propel that can help us improve educational outcomes for all Delaware students. Please let me know if you have any questions or if I can provide additional information.

Thank you in advance for your consideration of Propel's proposal.



Sincerely,
Lillian M. Lowery, Ed.D.
Secretary of Education



3000 North Claymont Street
Wilmington, DE 19802
Tele: #: 302.762.5834 / Fax: # (302) 762.3864

In response reply to:
Charles S. McDowell, Esq.
c/o Potter Anderson & Corroon LLP
P. O. Box 951
Wilmington, DE 19801-0951
Phone: (302) 984 6012
Email: cmcdowell@potteranderson.com

July 8, 2010

Mr. Jeremy Resnick
Executive Director
Propel Schools
3447 East Carson Street
Suite 200
Pittsburgh, PA 15203

Re: Replication and Expansion of High-Quality Charter Schools Grant

Dear Mr. Resnick,

We write to express our interest in becoming a partner with Propel Schools in improving an existing charter school that we operate in Wilmington, Delaware, should Propel receive a federal Replication and Expansion of High-Quality Charter Schools grant. While precise terms of the partnership would be negotiated after award of a grant, our Executive Committee has indicated its strong support for the approach described in this letter.

EastSide Charter School is a public charter school in Wilmington, Delaware. The school has been in operation for 12 years and serves 445 students in grades preK-8. The School serves primarily some of the poorest neighborhoods in the State. About 87% of our students are eligible for free or reduced-price meals.

Under Delaware law, charter schools, including EastSide, are LEAs. Fewer than 50% of our students scored proficient or higher on the most recent State testing. EastSide is in school improvement and was listed by the State of Delaware as one of the schools eligible to receive funding under the most recent School Improvement Grant that the State of Delaware received in June 2010.

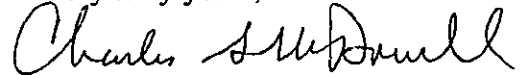
We believe that implementation of Propel's educational model could strengthen our work with disadvantaged students in Wilmington, resulting in significantly improved student achievement. Under the terms of our prospective partnership, we would expect Propel to

examine the current status of EastSide and to submit a turnaround plan by February 2011, for implementation of academic and structural interventions in the 2011-2012 school year. We expect that this turnaround plan would include, among other implementation steps, the selection of a principal and teaching staff committed to Propel's model, along with substantial professional development and parent outreach to ensure fidelity to the model Propel has applied with great success at its Pennsylvania schools.

EastSide believes that the Propel model would be a good fit for our school population and welcomes the opportunity to be a catalyst in efforts to begin replicating Propel's successes in Delaware.

Thank you for your interest in this exciting partnership.

Very truly yours,

A handwritten signature in black ink, appearing to read "Charles S. McDowell". The signature is fluid and cursive, with the first name "Charles" being the most prominent.

Charles S. McDowell
Chairman of the Board

/973121

LONGWOOD FOUNDATION, INC.

100 WEST 10TH STREET, SUITE 1109
WILMINGTON, DELAWARE 19801-1694
(302) 654-2477

June 25, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

I write to indicate the Longwood Foundation's strong support for the Propel Schools Foundation's Replication and Expansion of High Quality Charter Schools grant.

We have been impressed with Propel's seven year track record of student results. Furthermore, the organization has made a significant contribution to the Pittsburgh area as reflected in the national recognition Propel has received, the very high levels of satisfaction among the 1,700 students now attending Propel and their families, and the 1,500 students currently on Propel waiting lists.

We believe Propel's school model represents an innovative and now proven approach to creating superior public schools in communities of high need. We have visited two of Propel's schools in Pittsburgh and are exploring ways to bring the Propel model to Delaware. Our State continues to need high quality educational providers. Given our recent Race to the Top victory and the Governor's plan to improve education, the urgency of this need is even greater.

Sincerely,



Thère du Pont
President

THE HEINZ ENDOWMENTS

HOWARD HEINZ ENDOWMENT • VIRA I. HEINZ ENDOWMENT

June 23, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202.

Dear Mr. Shelton:

I write to indicate the Heinz Endowments' strong support for the Propel Foundation's "Replicating and Expanding High Quality Charter Schools" grant proposal and our ongoing commitment to supporting Propel's overall excellent work.

The Endowments has invested in Propel since it began planning its first charter school nine years ago, because of our confidence in Propel's leadership ability to develop excellent public school alternatives for families in underserved communities in and around Pittsburgh. Propel has not disappointed us. On the contrary, its five schools have made a significant contribution to the Pittsburgh area, as reflected in the national recognition Propel has received, the very high levels of satisfaction among the 1,700 students now attending Propel and their families, and the 1,500 students currently on its waiting lists.

We believe Propel's school model represents an innovative and (based on Propel's seven years of results) now-proved approach to creating superior public schools in communities of high need. We recently funded a first step toward describing for a wider audience the "Promising Principles" and "Powerful Practices" that are at the core of Propel's school design. The Heinz Endowments intends to continue supporting Propel's work and would be very pleased if this nationally significant school effort could be assisted with a grant from this program as well.

Thank you for your consideration. Should you feel the need to contact me for further information, you may do so at 412-338-2646 or sthompson@heinz.org.

Sincerely,



Stan Thompson
Director of the Education Program



THE GRABLE FOUNDATION

dedicated to improving the lives of children

June 25, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary
for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Shelton:

Jeremy Resnick of the Propel Schools Foundation has advised me that Propel intends to seek a development grant through the federal *Replication and Expansion of High Quality Charter Schools* program. I would like to express my enthusiastic support for Propel and for its grant application.

The Grable Foundation has supported Jeremy's work since the 1990s, when he served as director of a project intended to foster the development of public charter schools in Pittsburgh.

Grable has awarded Propel five grants since 2002 to support the opening of schools in low-income communities where parents lacked positive school choices. The organization has built a network of five charter schools – the only such charter school network in the Pittsburgh area. Propel's significant successes, including one of its schools receiving a prestigious "Gold Gain" Effective Practice Incentive Community Award from New Leaders for New Schools, suggest that its school model is ripe for replication on a larger scale. The Grable Foundation proudly continues its support of Propel's work locally and hopes that you will find their proposal for wider dissemination of their school model worthy of federal funding.

Thank you for your consideration.

Sincerely,

Gregg S. Behr
Executive Director

GSB:tlb

Board of Trustees

Charles R. Burke, Jr.
Chairman

Jan Nicholson
President

Steven E. Burke
Treasurer

Susan H. Brownlee

Patricia Grable Burke

William Isler

Barbara Nicholson McFadyen

Marion Grable Nicholson

630 Saintfield Street
Suite 240
Pittsburgh, PA 15222

T: 412.471.4550
F: 412.471.2267
www.grable.org

**THE BENTER FOUNDATION
FOUR SMITHFIELD STREET
NINTH FLOOR
PITTSBURGH, PA 15222**

June 24, 2010

Mr. James H. Shelton, III
Assistant Secretary for Innovation and Improvement
The United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Mr. Shelton:

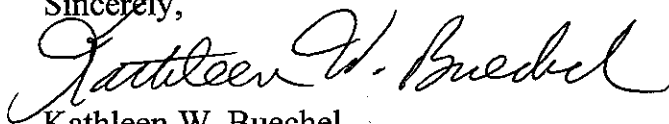
I am writing to support the stellar work of Propel Schools, an innovator in the charter school movement in the Pittsburgh region. Propel has led the way in raising student achievement in the region. Their test scores recently placed them with some of our region's most affluent school districts, further testimony to what Propel's innovative curriculum, high standards and rich support systems can help disadvantaged students achieve.

The Benter Foundation, a recently established private foundation that awards grants to effective organizations serving disadvantaged populations in the Pittsburgh area, feels strongly that Propel's charter schools provide an excellent service to children and families in need. For this reason, the Benter Foundation awarded Propel a \$150,000 grant to assist with costs related to the launch of its fifth elementary/middle school, scheduled to open this coming fall in Braddock Hills, east of Pittsburgh.

We are pleased to hear of Propel's candidacy for a federal grant. Based on the superior performance of all of Propel's schools and the national awards its McKeesport school has received, Propel should be a highly desirable candidate for federal support. Propel's founder, Jeremy Resnick, continues to innovate and serves as an exemplary educational leader whose work is worthy of replication and national endorsement.

The Foundation looks forward to continuing support efforts to expand the implementation of the Propel model. We welcome federal support for Propel's path breaking model and its promising results.

Sincerely,



Kathleen W. Buechel
Executive Director, The Benter Foundation

RICHARD KING MELLON FOUNDATION

P.O. Box 690
Ligonier, Pennsylvania 15658-0690

One Mellon Center
500 Grant Street • Suite 4106
Pittsburgh, Pennsylvania 15219-2502

June 24, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Shelton:

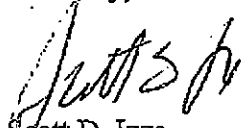
The purpose of this letter is to support Propel's Replicating and Expanding High Quality Charter Schools proposal.

The Richard King Mellon Foundation invested in the development of Propel's first school in Homestead and its growth and development of subsequent schools over the following years. Our investment in Propel is one of which we are very proud as it has had considerable influence on stirring change in the public school system. We have seen Propel reach major accomplishments over the years from serving 180 children in the basement of a hospital to serving over 1,700 children in underserved communities in and around the Pittsburgh region. Students are reaching outstanding levels of achievement, families are provided with a choice in high performing public schools, and Propel is becoming a national model for how public schools can run more effectively and efficiently.

The Richard King Mellon Foundation would be pleased to see Propel's vision for the future supported with a grant from this federal program.

Thank you for your consideration. Should you feel the need to contact me for further information, you may do so by phone or email.

Sincerely,



Scott D. Izzo
Director

OFFICE OF
THE MAYOR

JAMES R. BREWSTER
MAYOR
"McKeesport - Bringing it Back"



June 27, 2010

Mr. James H. Shelton, III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Shelton:

The City of McKeesport has been proud to see a high performing school like Propel emerge in our community. We are pleased to support Propel's "Replicating and Expanding High Quality Charter Schools" grant proposal.

Propel has established itself in McKeesport in a friendly, open and respectful way. From the beginning, Propel has made genuine efforts to keep our City Council informed, worked cooperatively with the fire and police departments, invited us to Open Houses and school events, had students volunteer at various community organization functions and sponsored our McKeesport Community Fair. We appreciate the fact that Propel made McKeesport part of the school's name, something that other institutions have recently not done. Our relationship is one of mutual pride and respect.

We also recognize how choices like Propel are attracting families to re-emerging communities like ours. As McKeesport makes the tough transition from that of a mill economy to that of revitalization, Propel is helping our City become a more vibrant place to live and work. With "New Leaders for New Schools" naming Propel McKeesport one of the top charter schools in the country again this year, Propel is not only putting our community on the map, but more importantly, providing so many deserving families with an opportunity to see their children get an outstanding education. Propel McKeesport's state test scores are higher than some of the most affluent school districts in our entire country.

On behalf of the City of McKeesport, we would be delighted to see Propel supported with a grant through this federal program.

Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in dark ink, appearing to read "James R. Brewster", is written over a horizontal line.

James R. Brewster
Mayor



43RD DISTRICT
JAY COSTA

- SENATE BOX 203043
HARRISBURG, PA 17120-3043
PHONE: (717) 787-7883
FAX: (717) 783-5976
- 1501 ARDMORE BLVD., SUITE 403
PITTSBURGH, PA 15221
PHONE: (412) 241-6690
FAX: (412) 880-0340
- 2306 BROWNSVILLE ROAD
PITTSBURGH, PA 15210
PHONE: (412) 488-6111
FAX: (412) 488-6102
- 314 EAST EIGHTH AVENUE
HOMESTEAD, PA 15120-1592
PHONE: (412) 565-7536
FAX: (412) 565-7535

costa@pasenate.com



Senate of Pennsylvania

June 26, 2010

COMMITTEES

APPROPRIATIONS, DEMOCRATIC CHAIRMAN
JUDICIARY
POLICY
PUBLIC HEALTH AND WELFARE
RULES AND EXECUTIVE NOMINATIONS

INDUSTRIAL RESOURCE CENTER STRATEGIC
ADVISORY BOARD
LEGISLATIVE BUDGET AND FINANCE COMMITTEE
PENNSYLVANIA COMMISSION ON SENTENCING
PENNSYLVANIA COMMUNITY DEVELOPMENT
BANK OPERATIONS COMMITTEE
PUBLIC EMPLOYEE RETIREMENT COMMISSION

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

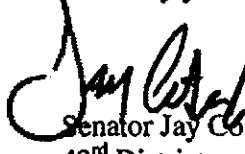
Dear Mr. Shelton:

I am writing in support of the application submitted by Propel Schools for the Charter Schools Replication and Expansion Grant program. I believe that Propel Schools are the kind of quality charter schools for which this grant is intended, and I have no doubt that you will find this application to be strong.

I have had the pleasure of working with Propel Schools over the past several years, and I believe that these schools are a fine example for charter schools nationwide. Currently, two Propel schools operate in my Senatorial District, and a third will open in the 2010-11 school year. Students in Propel Schools perform well and enjoy the opportunities that Propel affords to them. Without question, Propel is the best of the charter school providers that I have worked with and I believe that charter schools operated by Propel are a strong example of what the charter model can achieve in Pennsylvania. I encourage you to review the fine achievements of Propel's schools and I am confident that you will agree that Propel has demonstrated that it is a leader for charter education in Pennsylvania.

I am pleased to support this application submitted by Propel. Please feel free to contact me if you should have any questions about my support for Propel Schools.

Sincerely yours,


Senator Jay Costa, Jr.
43rd District

JC/jlg

45TH DISTRICT
SEAN LOGAN

☐ SENATE BOX 203045
THE STATE CAPITOL
HARRISBURG, PA 17120-3045
TELEPHONE: (717) 787-5580
FAX: (717) 772-3588

☒ ONE MONROEVILLE CENTER
3824 NORTHERN PIKE, SUITE 600
MONROEVILLE, PA 15146
TELEPHONE: (412) 380-2242
FAX: (412) 380-2249

☐ 627 LYSLE BOULEVARD, SUITE 100
MCKEESPORT, PA 15132
TELEPHONE: (412) 684-3200
FAX: (412) 684-3202

☐ NEW KENSINGTON CITY HALL
301 11TH STREET, SUITE L
NEW KENSINGTON, PA 15068
TELEPHONE: (724) 334-1143
FAX: (724) 334-1152

Democratic Caucus Secretary



Senate of Pennsylvania

COMMITTEES

LAW AND JUSTICE,
DEMOCRATIC CHAIRMAN
APPROPRIATIONS
POLICY
RULES AND EXECUTIVE NOMINATIONS

APPOINTMENTS

PENNSYLVANIA HIGHER EDUCATION
ASSISTANCE AGENCY BOARD,
VICE CHAIR
SENATE FIREFIGHTERS AND
EMERGENCY SERVICES CAUCUS,
DEMOCRATIC CHAIRMAN
LEGISLATIVE AUDIT REVIEW
COMMISSION
LEGISLATIVE DATA PROCESSING
COMMITTEE
AUTISM CAUCUS
LUPUS CAUCUS

June 25, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U. S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Mr. Shelton:

I am writing today in full support of a grant application submitted by the Propel Schools under the Replicating and Expanding High Quality Charter School Grants Program.

Propel Schools has a proven track record of improving student performance and achievement. The children from many low income families have benefitted greatly through the Propel Charter School attendance. Propel McKeesport was awarded the Effective Practice Incentive Community (EPIC) Award in May of 2010. Propel McKeesport was the only school to receive the Gold Gain award given in recognition for making the greatest gains with student achievement based on value-added data analysis. This was the only Gold Gain awarded in the nation in 2010.

Propel Schools is poised to expand and open more schools. I respectfully request that you give the Propel Schools Grant Application every consideration it deserves.

Sincerely,

A handwritten signature in black ink, appearing to read "Sean Logan".

Sean Logan
State Senator

cc: Anne D'Appolonia, Director of Development, Propel Schools

July 1, 2010

James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Shelton:

I am writing to express my most ardent support of Propel Foundation's "Replicating and Expanding High Quality Charter Schools" grant proposal. My two sons have been enrolled at Propel since Kindergarten and just completed 3rd and 4th grade at Propel Montour. It would be impossible for me to overstate the profound impact that Propel has had on my family.

Our involvement with Propel began just prior to our oldest son, Henry, beginning Kindergarten. Propel had secured a charter to open a school in our district. We attended an information session and were immediately impressed with the teachers and administrators we met. We knew that Henry would require an IEP, so specialized education programs were important to us. However, our paramount goal was to select a school that was able to recognize and nurture Henry's strengths, rather than focus exclusively on his weaknesses. We were well aware that we had many options, including home school, private schools, specialized schools and traditional public schools. We were prepared to evaluate every option in order to ensure the best possible fit. However, it was profoundly apparent to us that Propel was such a school and that we needed look no further. We were utterly confident that we had found the perfect place for Henry and could hardly believe our luck! Therefore, we immediately supported the final efforts to open the school in our district. Since the charter had been approved and a contract was pending to purchase the building for the school, the only remaining hurdle was the zoning board approval. Unfortunately, the approval was not secured and Propel Montour did not open that fall as planned.

We were devastated because we were completely convinced that Henry would thrive at Propel like no other school. At that time, Propel operated three elementary schools in Pittsburgh. The time required to commute from our home to the other schools ranged from 45 minutes to one hour in each direction. Despite the travel, we asked for a spot at any Propel school. We were thrilled that there was an opening at Propel Homestead and gladly commuted over 90 minutes every day for two years until the Montour School opened.

Our faith in Propel has certainly paid off. Despite his challenges, Henry is a straight A student. We know beyond any doubt that this is due to the dedication of his teachers and the innovative teaching methods and individualized instruction that are the hallmark of Propel. I know that all schools promote dedication and innovation, and probably believe they achieve it. Propel, however, has the achievement results to prove it. The improvement in test scores that Propel demonstrates, especially among socio-economically challenged students, is truly remarkable. We experienced this first hand at Propel Homestead, where many of the students live in difficult circumstances. It was absolutely clear that many of those students would not have reached nearly their potential in another environment. I witnessed first-hand the difference that Propel is making in that community.

I believe that Propel's success can be attributed to innovation and expectations. Among the innovative strategies at Propel are the exceptionally strong emphasis on the arts, which builds incredible confidence in the students and the exceptionally creative use of technology, which makes learning more engaging and cutting edge. As for expectations—they are high for students, teachers and families. My children have had homework every single night since the day they started Kindergarten. Our teachers work harder than any I have ever seen. And, families are strongly committed to the school and the community we have built.

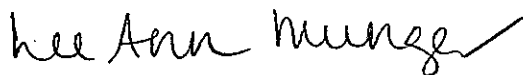
I have many painful encounters with families who are fighting tooth and nail with traditional public schools to meet their children's needs. They can hardly believe it when I describe our IEP meetings as "a love fest," a phrase I use all the time to describe our experience. While they cry tears of frustration, I cry tears of joy at our great fortune to have access to such an exceptional school. We have never had even the slightest disagreement with any teacher or support professional at Propel over Henry's needs or goals. We feel that we are all working together as a completely coordinated team. Each of us are perfectly clear about his challenges, but are equally clear about and even more focused on his talents.

This individualized approach benefits not just Henry, but even more so, our younger son, Owen. He does not have an IEP, but has actually struggled more academically than his brother. Because Propel creates an individualized plan for each child, Owen receives intense supplemental instruction. Unlike other schools, we didn't need to use an IEP like a club to force the school to meet his needs. They were readily identified and are addressed on an ongoing basis.

It means so much to us that our children are succeeding. We believe that every child deserves an equally high level of education. I truly believe that Propel can and should be a model for the entire nation. Awarding this grant to Propel represents not just an advantage for our community, but for all schools. The innovation occurring at Propel could be adopted at any school. I know that our administration views Propel as a laboratory and welcomes the opportunity to share best practices with other schools, in our region and beyond.

I am honored to have the opportunity to share our story and to support this exciting request. This funding would make a difference to so many children, of every background, here in Pittsburgh and beyond, who deserve the same advantages our children enjoy. Thank you for your consideration.

Most sincerely,

A handwritten signature in black ink that reads "Lee Ann Munger" followed by a checkmark.

Lee Ann Munger
232 Ingram Avenue
Pittsburgh, PA 15205
412-491-5929
lmunger @powerlink.org

July 2, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Shelton:

As a Woodland Hills School Board Member and a Propel parent, I enthusiastically support Propel's "Replicating and Expanding High Quality Charter Schools" grant proposal.

Propel EAST has been a positive addition to the Woodland Hills Community. The state's Secretary of Education delivered the school's third Keystone Achievement Award this year and Propel EAST has earned the state's "making AYP" designation since its inception. The Woodland Hills School Board voted to renew Propel EAST with a 9-0 vote last month.

Propel has been effective in establishing collaborative relationships with key community leaders in Woodland Hills, including the Turtle Creek Rotary, the Braddock Hills Council and local mayors and councilman. Propel's efforts to include the community in its activities and respond to community needs are appreciated and valued.

People in the Woodland Hills Community are looking forward to a second Propel school, Propel BRADDOCK HILLS, opening this fall. With over 500 children on the waiting list at Propel EAST, a second Propel school in our community was clearly a desired choice for families.

I hope to see Propel supported with a grant through this federal program.

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Estocin", with a stylized, flowing script.

Brian Estocin

June 24, 2010

Mr. James H. Shelton III
Assistant Deputy Secretary for Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Shelton:

I was one of the first community advocates for Propel Schools. I've lived in Homestead my whole life, and I see what our kids need and I know what they deserve. I was involved in getting the first Propel school started in Homestead, going door to door to collect signatures on petitions, talking to families about their needs and their dreams.

I have seen Propel be a source of hope and pride for these families. Propel-Homestead provides them with a choice to give their children a quality education, in a safe environment, where they're supported and respected. I can say with confidence that Propel has been great for this community. I'm sure it would be great for others.

I hope you support Propel's "Replicating and Expanding High Quality Charter Schools" grant proposal.

Sincerely,

A handwritten signature in cursive script, reading "Marlene Murphy". The signature is written in black ink and is positioned below the word "Sincerely,".



University of Pittsburgh

School of Education

Department of Administrative and Policy Studies

5902 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-7101
Fax: 412-648-1784

June 26, 2010

Mr. James Shelton III
Assistant Deputy for Innovation and Improvement
US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Mr. Shelton:

I am writing to support the Propel Foundation's application for a "Replicating and Expanding High Quality Charter Schools" grant. I have participated in the creation of the conceptual design of Propel and have followed its development from its inception. I have worked closely with both of Propel's primary executives in capacities other than Propel and know well of their commitment, dedication and ability.

The Propel system is deserving of this grant because it excels in each of your priority areas as evidenced by test and socio-economic data. Low income children make up 75% of the students served by Propel; 65% of Propel students are children of color. Academic achievement of students in both of these categories exceeds the achievement of similar groups in traditional public schools in Pittsburgh and the surrounding area.

What is more compelling about the mission of Propel is that from the very beginning there has existed a sense of responsibility to go beyond the Propel classrooms and extend what has been learned at Propel to the greater Pittsburgh community. It is this belief that anything learned at Propel should be shared that uniquely makes them a perfect candidate to be awarded this grant.

Once the Propel schools were established and began the steady improvement they have experienced each year, the leadership began to think of ways to reach out to the greater education community and become the research and development center that many believe charter schools should be.

The superintendent is a member of the University of Pittsburgh Forum for Western PA School Superintendents and continues to share Propel successes in that organization. The Propel principals belong to university sponsored principal academies, interacting with principals from all over the region. Through these organizations and through open visitations to Propel schools, traditional public school leaders have become familiar with the programs and initiatives that exist in Propel.

Most recently, Propel schools have sponsored workshops and seminars specifically to share with other educators the successes they have experienced. Several of those seminars have had more than 100 educators in attendance. Propel is committed to providing a better education to the low-income children and the children of color who attend their schools and whose test scores indicate that Propel students are achieving at or better than the state average.

Propel is also committed to children who do not attend their schools. This commitment evidenced by the dedication and sense of mission that exists within their culture to be open, to share and to work for all children regardless of which schools they attend make Propel a perfect candidate for the Replicating and Expanding High Quality Charter Schools" grant. I can think of no organization that would use these funds more responsibly.

Good luck to you as you move forward with this important work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan P. Goodwin', with a small circular mark to the right.

Susan P. Goodwin
Former superintendent and
Clinical Professor (ret)



Ms. Carol Wooten, Ed.D.
Chief Academic Officer/Superintendent
Propel Schools
3447 East Carson Street, Suite 200
Pittsburgh, PA 15203

June 28, 2010

Dear Dr. Wooten,

We understand that Propel Schools is applying for a U.S. Department of Education grant to be made available for the purpose of increasing national understanding of the charter school model and expanding the number of high quality charter schools available to students across the nation.

As a longtime partner with Propel, ASSET Inc. (Achieving Student Success through Excellence in Teaching) strongly endorses Propel Schools' application for this grant.

Propel Schools exemplifies a commitment to Pennsylvania's teachers and students and to providing them with the cutting-edge professional development aligned with the standards-based materials they need to further impact their students' learning and understanding. We have witnessed the high-quality of public education happening at Propel Schools and support efforts that work towards replicating those endeavors.

Propel and ASSET believe that all students deserve an effective teacher. We see great value in the work being accomplished at Propel Schools and look forward to a continued partnership dedicated to education improvement.

Sincerely,

A handwritten signature in black ink that reads "Vince Valicenti". The signature is fluid and cursive, with the first and last names being clearly legible.

Vince Valicenti
Associate Director

9 Huffman Rd
Fredericktown, PA 15333
July 2, 2010

To Whom It May Concern:

Please accept this letter of support in behalf of Propel, Inc.'s application for grant funding relative to the replication and expansion of high performing charter schools. My support is given based upon my knowledge of Propel from a number of perspectives.

As a retired superintendent of schools from the same county in which Propel is chartered, I have first hand knowledge of the organization from the level of a practitioner in the region. In that capacity, I knew Propel to be a respected provider of quality education for some of our area's most disadvantaged students. Often these students were among those whose previous schools had counted them among those for whom true academic achievement could never really be obtained. Yet we, as county superintendents, saw these students have success at Propel.

Second, as a Colleague in Residence with the Western Pennsylvania Educational Leadership Initiative operating out of the University of Pittsburgh, I have been on-site at Propel for more than two years, as an observer and consultant. In this role, I began to see, first hand, some of the factors that lead to student success at Propel. One factor is the tremendous transparency with which it operates. There is authentic accountability required of everyone in the organization. Teachers, administrators, parents and students are held to high standards. I often say, "It is impossible to hide at Propel." That is true for teachers and students alike. No one and no one's performance flies under the radar here. I have observed a tremendous sense of esprit de corps because of this reality. It builds the environment for real student growth and academic performance.

Third, I also know the regional education community because I have instructed and mentored in three administrative preparation and graduate level curriculum programs that serve those studying for leadership positions in area school districts. I can attest that within this community, Propel is respected not only because of its track record of student achievement but also because of the way in which it brings about those results. Propel is known as a caring and nurturing educational environment where the total child is valued and respected. With strong family and community outreach, Propel impacts students far beyond the hours of the regular school day.

These are among the reasons that I endorse Propel, Inc. as a charter school whose systems and practices are of value to a larger educational community. Funding to provide for its expansion and replication is well deserved.

Sincerely yours,


John P. Lozosky, PhD

e19

PR/Award # U282M100029

Project Narrative

Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **Proof of Non-Profit Status** Pages: **2** Uploaded File: **Section 3 - Proof of Non-Profit Status.pdf**



Section 3 – Other Attachments: Proof of Non-Profit Status

- Propel Schools 501 (c) (3)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **NOV. 26 2004**

PROPEL SCHOOLS FOUNDATION
700 RIVER AVE STE 431
PITTSBURGH, PA 15212

Employer Identification Number:
20-1100962
DLN:
17053145022034
Contact Person:
DALE T SCHABER ID# 31175
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(3)
Form 990 Required:
Yes
Effective Date of Exemption:
May 3, 2004
Contribution Deductibility:
Yes

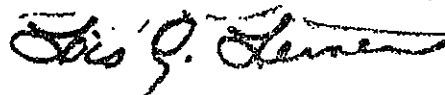
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

Project Narrative

Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

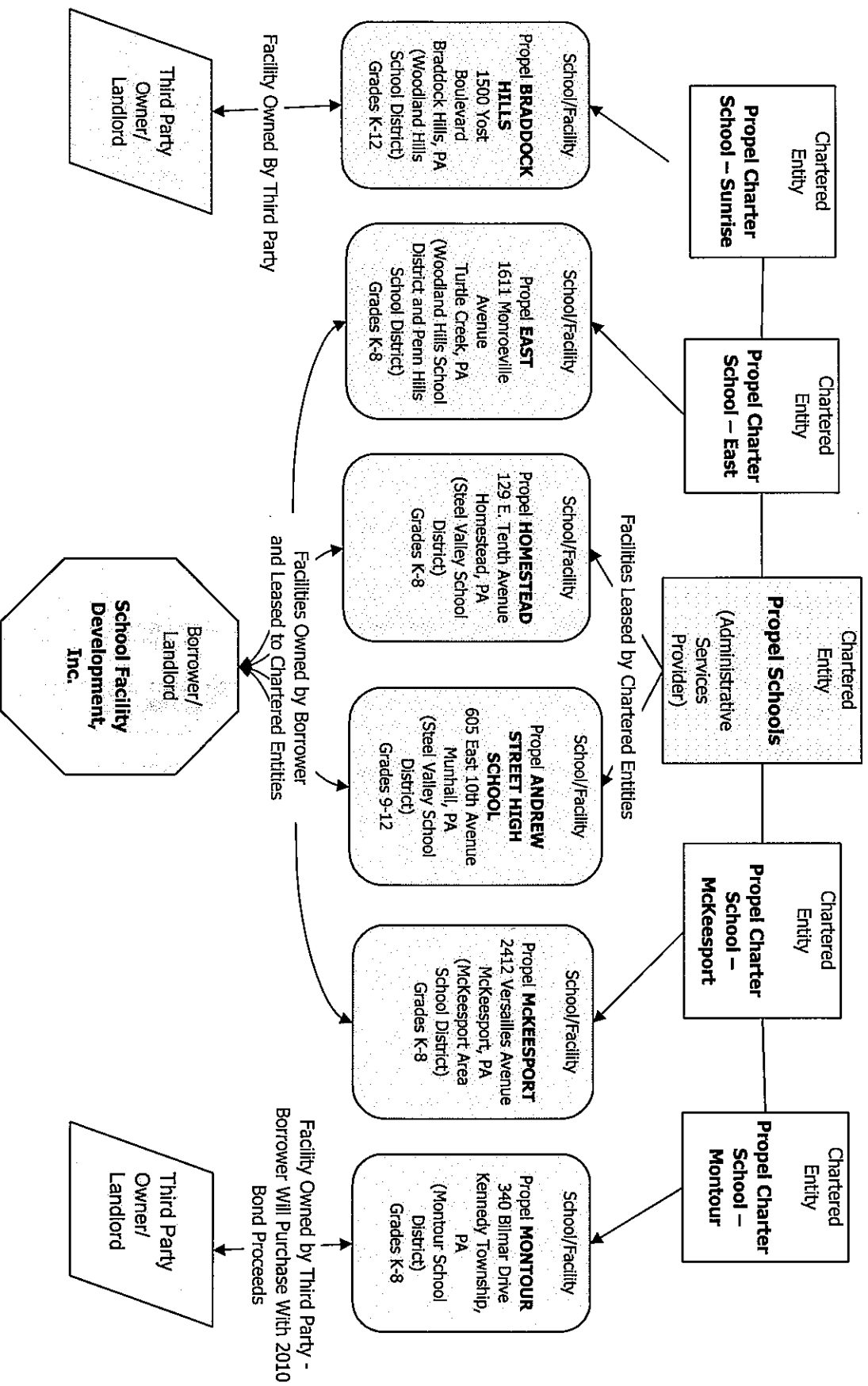
Title: **Schools Operated by the Applicant** Pages: **2** Uploaded File: **Section 4 - Schools Operated by the Applicant.pdf**



Section 4 – Other Attachments: Schools Operated by the Applicant

- Propel Schools Operational Organization Chart

Propel Charter Schools - A federation of Pennsylvania nonprofit corporations, each of which: (1) operates a charter school or schools pursuant to charters issued in accordance with the provisions of the Pennsylvania Charter School Law, (2) is exempt from federal income tax under section 501(a) of the Internal Revenue Code as organizations described in section 501(c)(3), and (3) has contracted for Propel Schools to provide its administrative services.



Project Narrative

Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Student Academic Achievement** Pages: **20** Uploaded File: **Section 5 - Student Academic Achievement.pdf**



Section 5 – Other Attachments: Student Academic Achievement

- A: Executive Summary: Performance of Propel Students on 2008-2009 State Tests
- B: Outperforming Local School Districts
- C: Particular Success with African American and Economically Disadvantaged
- D: Closing the Achievement Gap
- E: Propel McKeesport – Star Performer
- F: Exceeding Expectations
- G: Strong Parent Satisfaction
- H: Propel PSSA Math by School and Compared to State
- I: Propel PSSA Reading by School and Compared to State
- J: African American PSSA Math by School and Compared to State
- K: African American PSSA Reading by School and Compared to State
- L: Economically Disadvantaged PSSA Math by School and Compared to State
- M: Economically Disadvantaged PSSA Reading by School and Compared to State
- N: PSSA Math Gap White/Students of Color by School and Compared to State
- O: PSSA Reading Gap White/Students of Color by School and Compared to State
- P: PSSA Math Gap Economically Disadvantaged by School and Compared to State
- Q: PSSA Reading Gap Economically Disadvantaged by School and Compared to State
- R: Economically Disadvantaged and Non-White Propel Students Compared to State

Executive Summary

Performance of Propel Students on 2008-2009 State Tests

Propel students are now dramatically outperforming their peers who attend the district run schools where they live; they are now 22% more likely to be at grade level—up from a 14% advantage in the prior year. This widening differential is the result of significant improvements at Propel while districts made marginal advances.

Propel students are on track to outperform students in much more affluent districts within a year or two.¹ Almost $\frac{3}{4}$ of Propel students are economically disadvantaged² (compared to 38% statewide). Nevertheless, seventy one percent (71%) of Propel's students met or exceeded grade level standards.³ Propel students advanced 8 points in math and 6 points in reading from the prior year. By contrast, statewide gains were 2.2 in math and 1.6 in reading.

In mathematics, Propel students are already more likely to be at grade level than the typical Pennsylvania public school student.

Student performance on state tests is generally highly correlated with family poverty. When school district performance is adjusted to control for the incidence of poverty, Propel students achieved in the 97th percentile of the 500 districts in the state (up from the 93rd percentile in the prior year). Propel has the highest level of student achievement among the 20 Pennsylvania school districts serving high concentrations of students living in poverty (70% or greater).

Propel is also demonstrating that it is possible to close the performance gap that typically separates students from affluent and less affluent families (SES gap) and white students from students of color. The SES achievement gap in reading was cut to 15 percentage points in reading and to 8 in math; by contrast the gap statewide is 26 in reading and 23 in math. The racial achievement gap (African American from white) shrank to 16 percentage points in reading and 8 in math. Statewide, the racial achievement gap is 24 percentage points in reading and 22 in math.

Compared to the seven school districts from which Propel draws 86% of its students:

- 28% more students from poorer families at Propel met or exceeded grade level standards; and
- 32% more African-American students at Propel met or exceeded grade level standards.

African American students at Propel performed better than the typical student of any race in Pittsburgh, Woodland Hills, or Penn Hills.

Middle school aged students at Propel McKeesport outperformed their peers in every Allegheny county school district in math. 97% scored at the proficient or advanced levels. 85% were eligible for the federal free lunch program.

¹ Propel is just 5 percentage points from Baldwin, 6 from Shaler, and 9 from Gateway.

² 74% of students were eligible for the federal free and reduced price lunch program.

³ Scores in the reading and math sections of the PSSA are averaged to provide a single Reading and Math Proficiency score abbreviated as RaMP. 77% of Propel students (up from 69%) were proficient in math, and 65% in reading (up from 59%).

Detail of Propel Student Performance Compared With Districts Where Most Students Reside

22% more of Propel's students (71 RaMP) achieved grade level standards compared to districts where the students reside (Table 1). This is up from an advantage of 14% in the prior year.

28% more of Propel's economically disadvantaged students (68 RaMP) achieved grade level standards compared to districts where the students reside (Table 2). This is the same advantage as in the prior year.

32% more of Propel's African American students (64 RaMP) achieved grade level standards compared to districts where the students reside (Table 3). This is up slightly from an advantage of 31% in the prior year.

Table 1. All Students

Rank	District	Propel students in district	RaMP Achievement	Propel relative to school district
1	Woodland Hills	23%	57	+14
2	Pittsburgh	20%	60	+11
3	McKeesport	14%	62	+9
4	Steel Valley	10%	71	0
5	Sto-Rox	8%	55	+16
6	Duquesne	6%	31	+40
7	Penn Hills	5%	61	+10
weighted average			58	+13 (22% more)

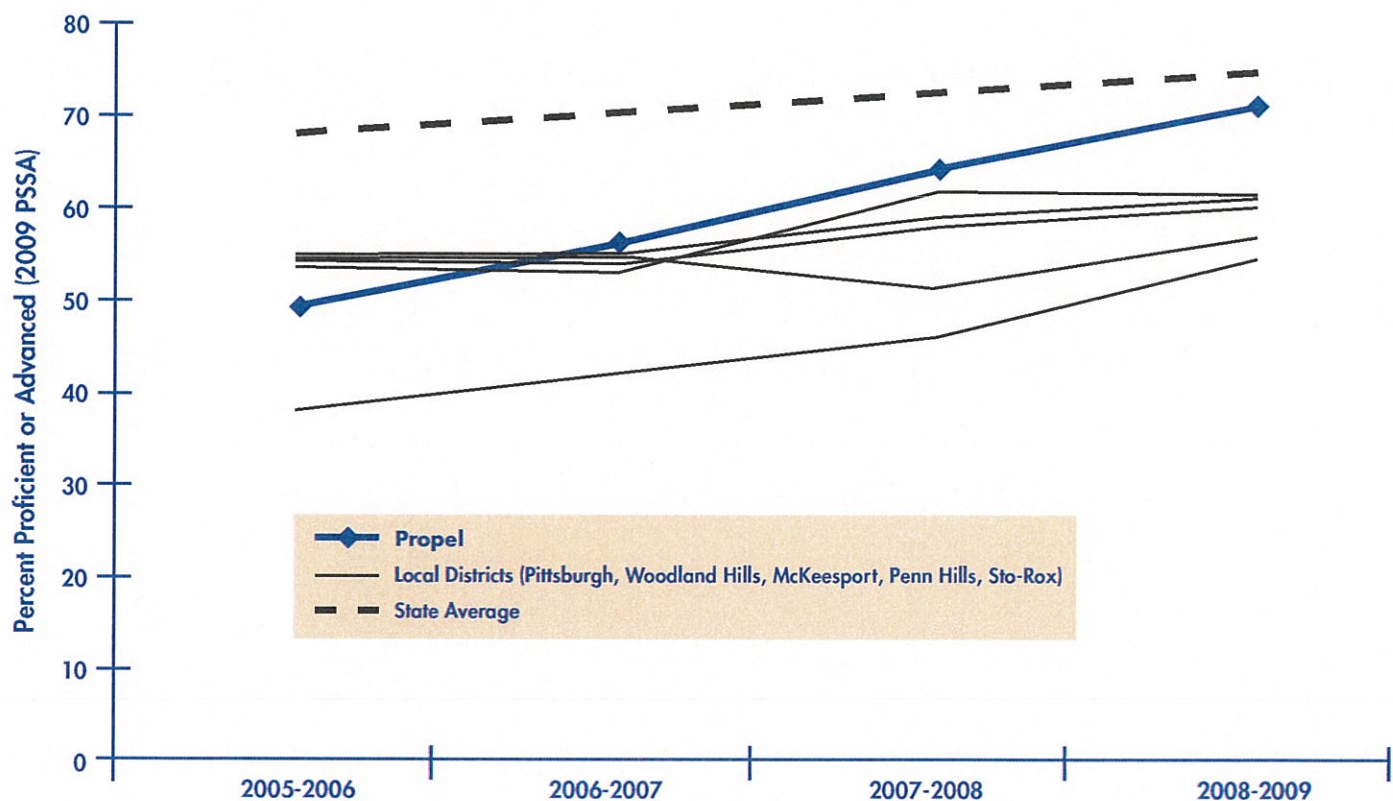
Table 2. Economically Disadvantaged Students

Rank	Districts	Propel students in district	RaMP Achievement	Propel relative to school district
1	Woodland Hills	23%	52	+16
2	Pittsburgh	20%	54	+14
3	McKeesport	14%	55	+13
4	Steel Valley	10%	62	+16
5	Sto-Rox	8%	54	+14
6	Duquesne	6%	32	+36
7	Penn Hills	5%	53	+15
weighted average			53	+15 (28% more)

Table 3. African American Students

Rank	Districts	Propel students in district	RaMP Achievement	Propel relative to school district
1	Woodland Hills	23%	50	+14
2	Pittsburgh	20%	49	+15
3	McKeesport	14%	50	+14
4	Steel Valley	10%	53	+11
5	Sto-Rox	8%	47	+17
6	Duquesne	6%	30	+34
7	Penn Hills	5%	52	+12
weighted average			48	+16 (32% more)

Outperforming Local School Districts

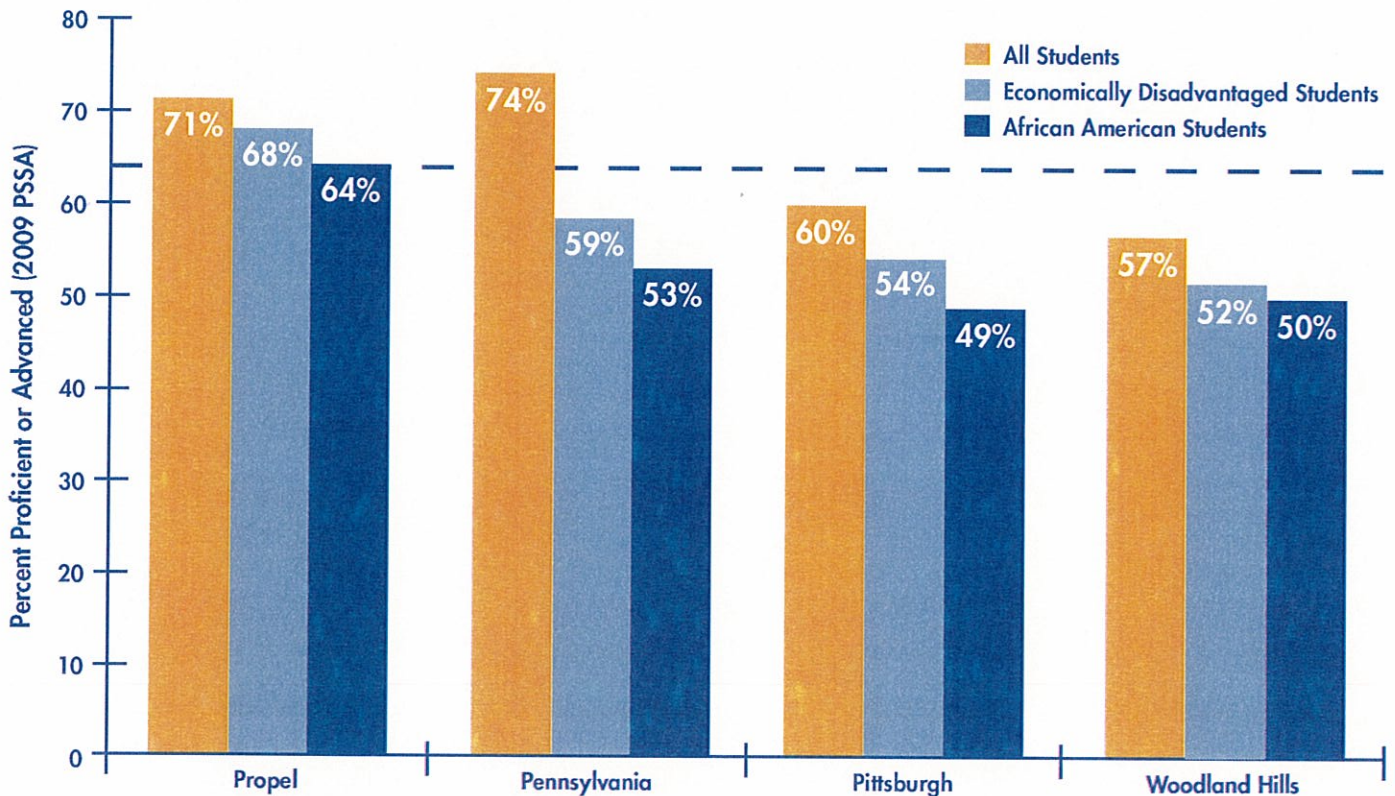


What This Tells Us:

Propel is dramatically outperforming the district run schools where most of its students live. Students are 22% more likely to be at grade level than their peers in these districts – up from a 14% advantage in the prior year.

Almost 75% of Propel students are economically disadvantaged compared to 38% statewide. Nevertheless, the rate at which Propel's students met or exceeded grade level standards (71%) is close to the state average (74%). Propel students are on track to outperform students in much more affluent Allegheny county districts within a year or two.

Particular Success with African American and Economically Disadvantaged Students



What This Tells Us:

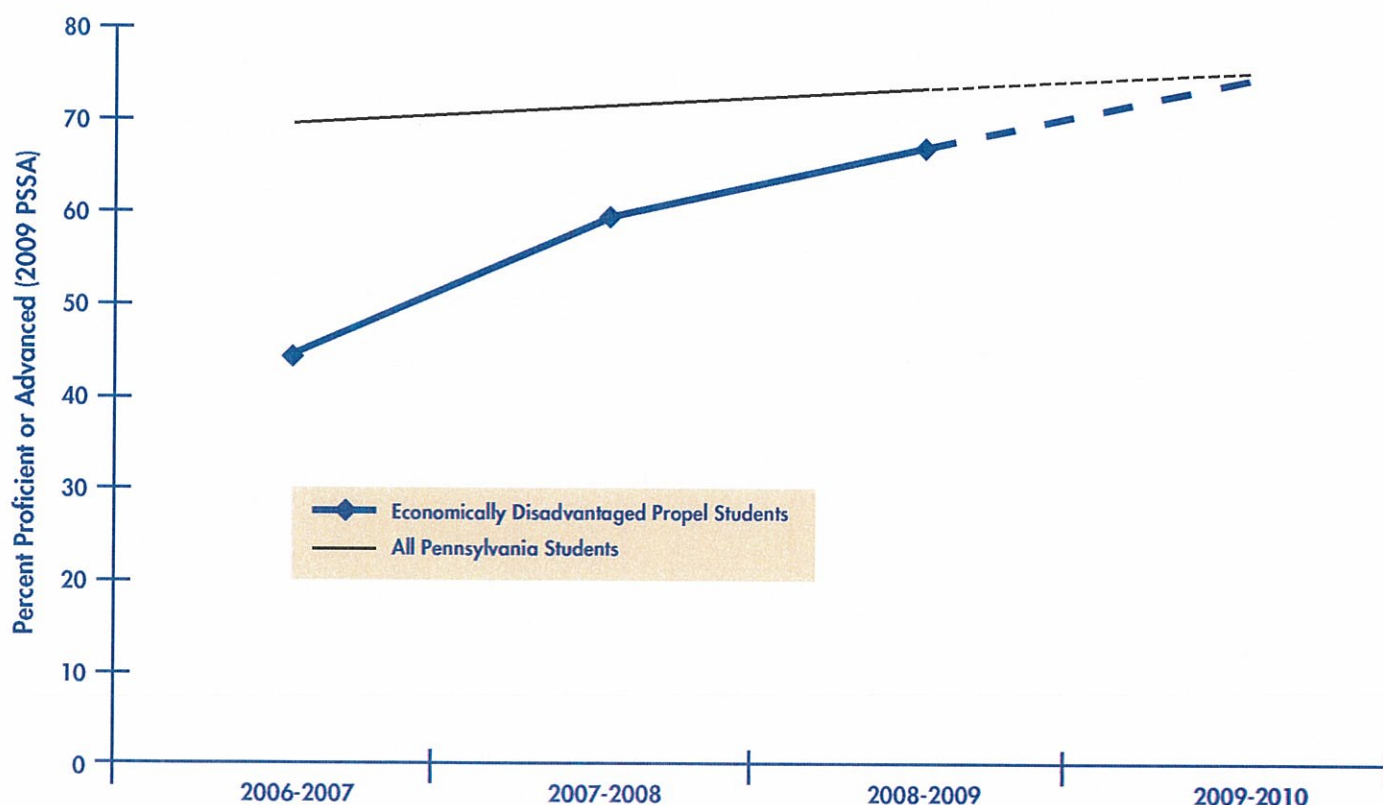
Propel's African American and economically disadvantaged students performed significantly better than the typical student (regardless of race or family affluence) in Pittsburgh, Woodland Hills, and other school districts where Propel students live. Compared to the seven school districts from which Propel draws 86% of its students:

- African-American students were 32% more likely to be at grade level if attending Propel;
- Economically disadvantaged students were 28% more likely to be at grade level if at Propel.

Raising the performance of minority and economically disadvantaged students has become a national priority. Across the state, African American test performance trails the state average by 22 percentage points; economically disadvantaged students trail by 15.

65% of Propel students are of color and 75% qualify for the federal free/reduced price lunch program.

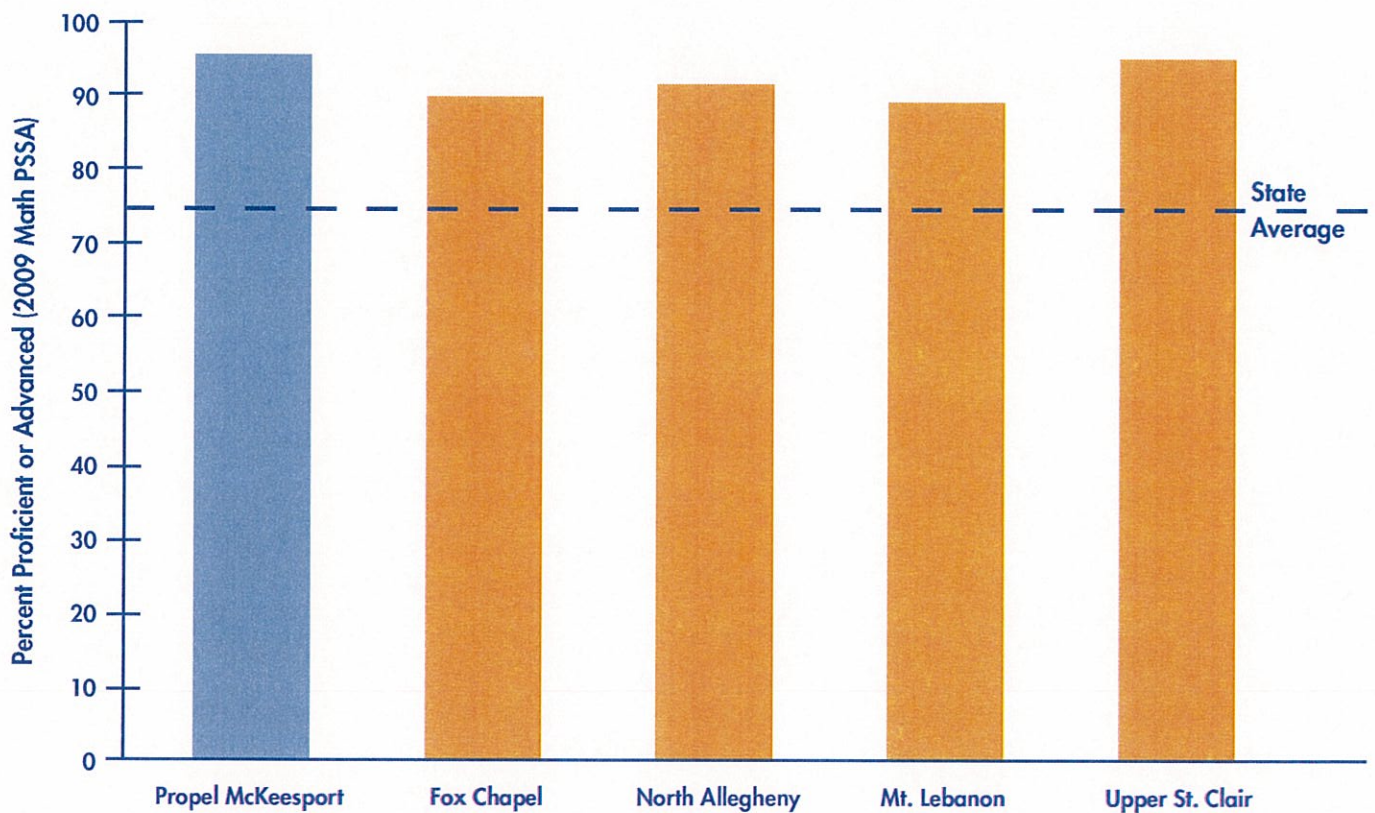
Closing the Achievement Gap



What This Tells Us:

Propel's schools are showing that it is possible to close the achievement gap that typically separate students along lines of affluence. The performance of Propel's economically disadvantaged students is reaching a point where it is almost indistinguishable from that of the overall state population. It is improving *rapidly* and *consistently* (up 7 points from the prior year).

Propel McKeesport - Star Performer

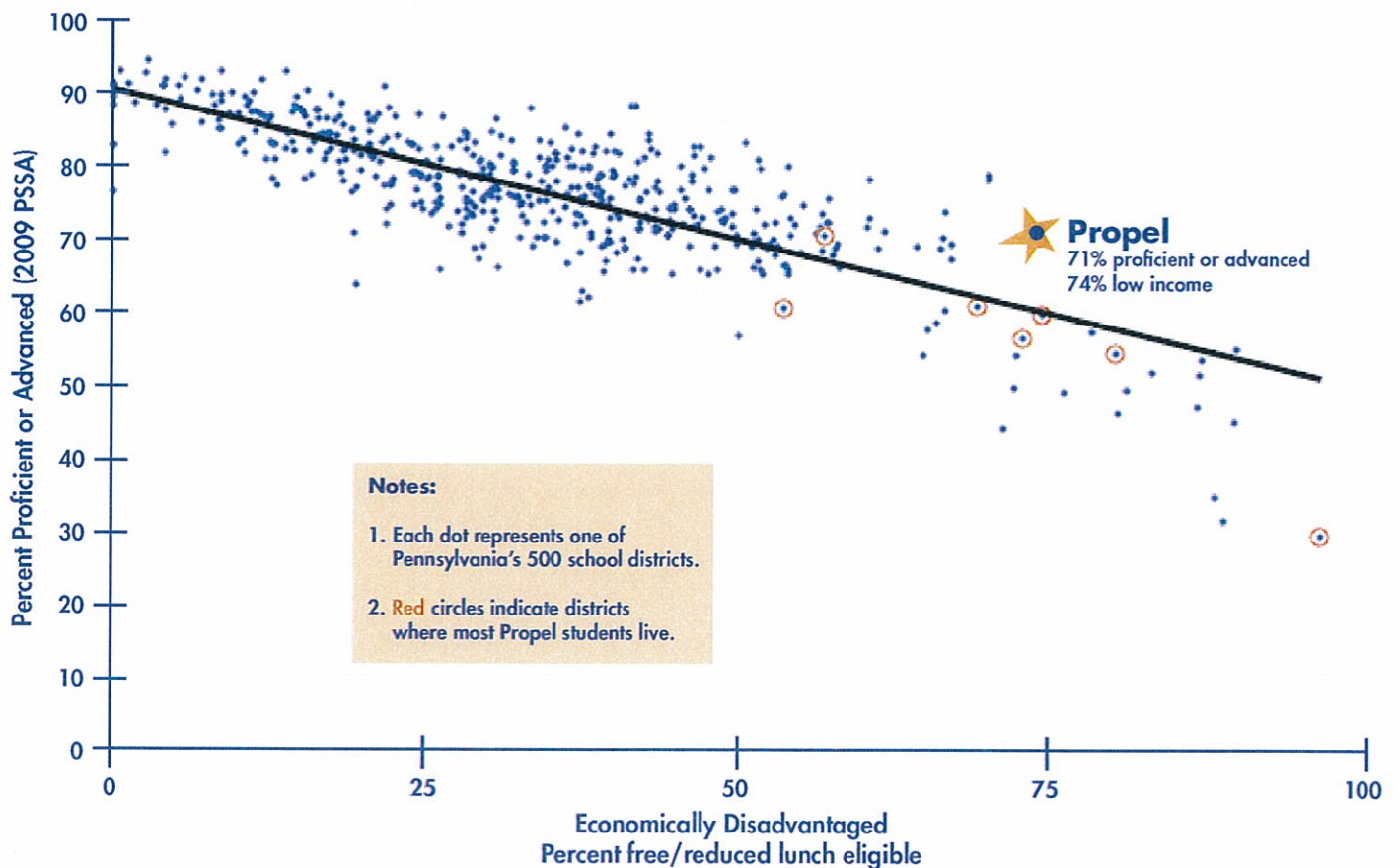


What This Tells Us:

Students at Propel McKeesport were star performers in math, with 95% scoring proficient or advanced on state tests. These performance levels are consistent with much more affluent school districts such as Fox Chapel, North Allegheny, Mt. Lebanon and Upper St. Clair. In contrast to these districts, 85% of Propel McKeesport students are eligible for the free/reduced price lunch program and 73% are a minority.

Propel McKeesport recently received national recognition from New Leaders for New Schools as one of America's top performing charter schools.

Exceeding Expectations

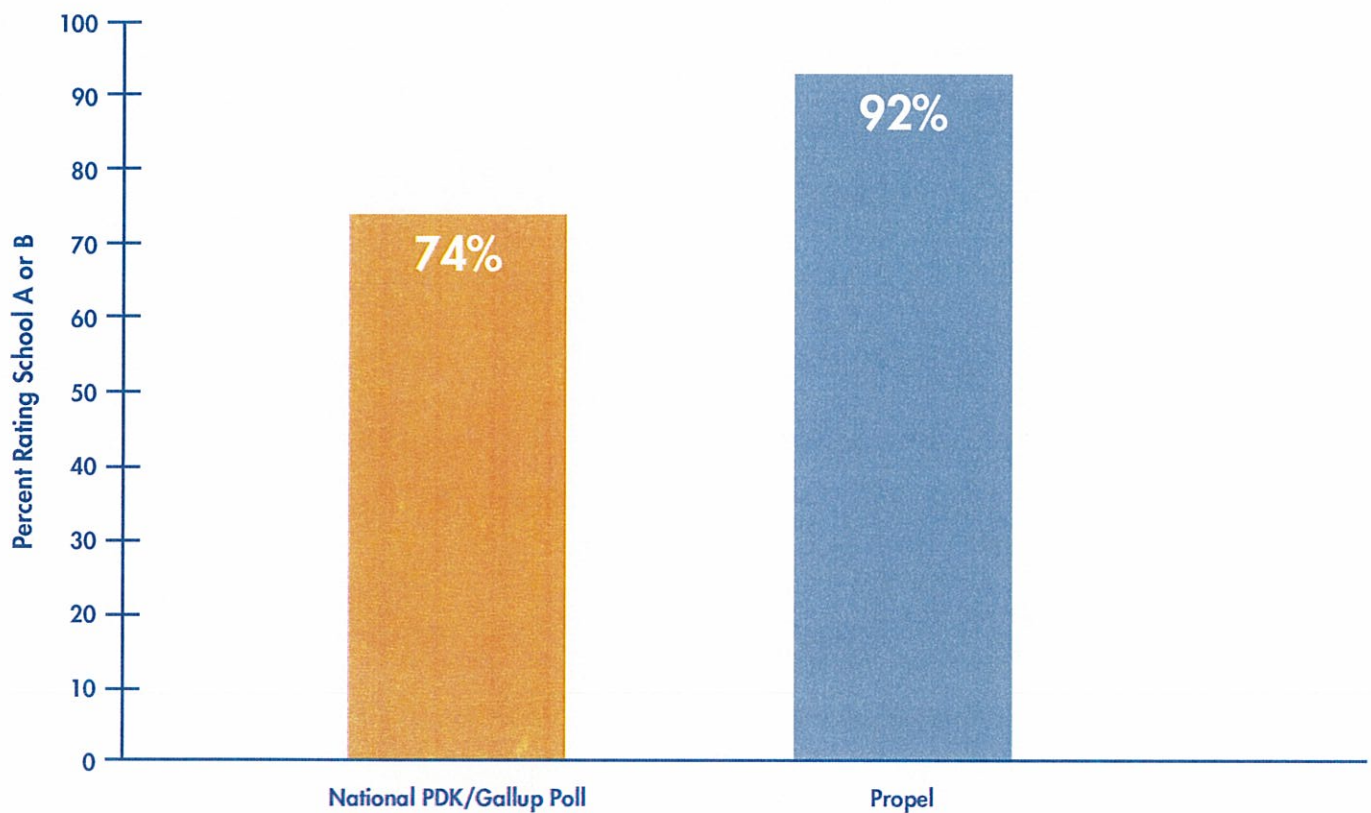


What This Tells Us:

Propel had the highest levels of student achievement among the 20 Pennsylvania school districts serving high concentrations of students living in poverty (70% or greater).

Student performance on state tests is typically highly correlated with family poverty. When school district performance is adjusted to recognize the incidence of poverty, Propel students achieved in the 97th percentile of the 500 districts in the state (up from the 93rd percentile in the prior year).

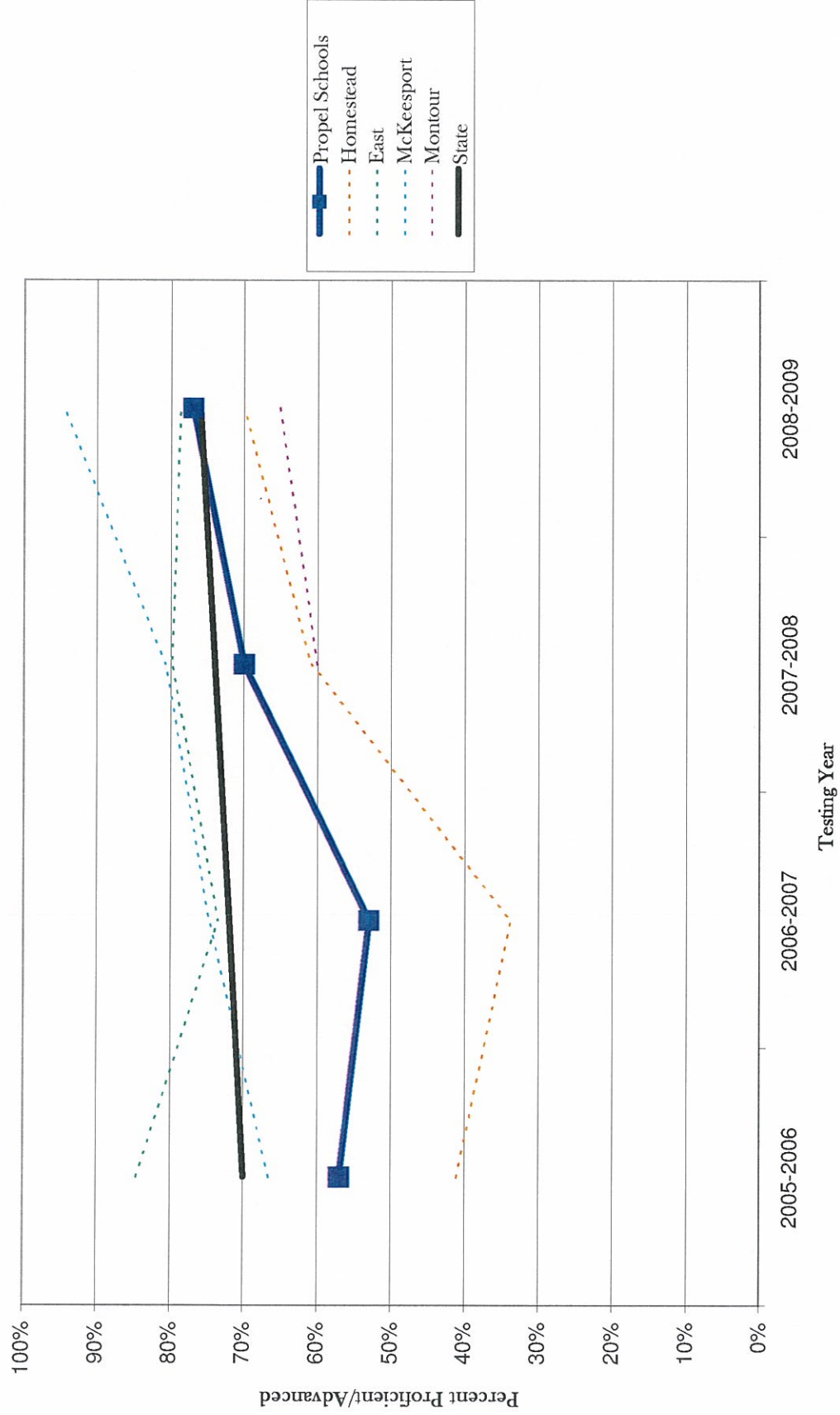
Strong Parent Satisfaction



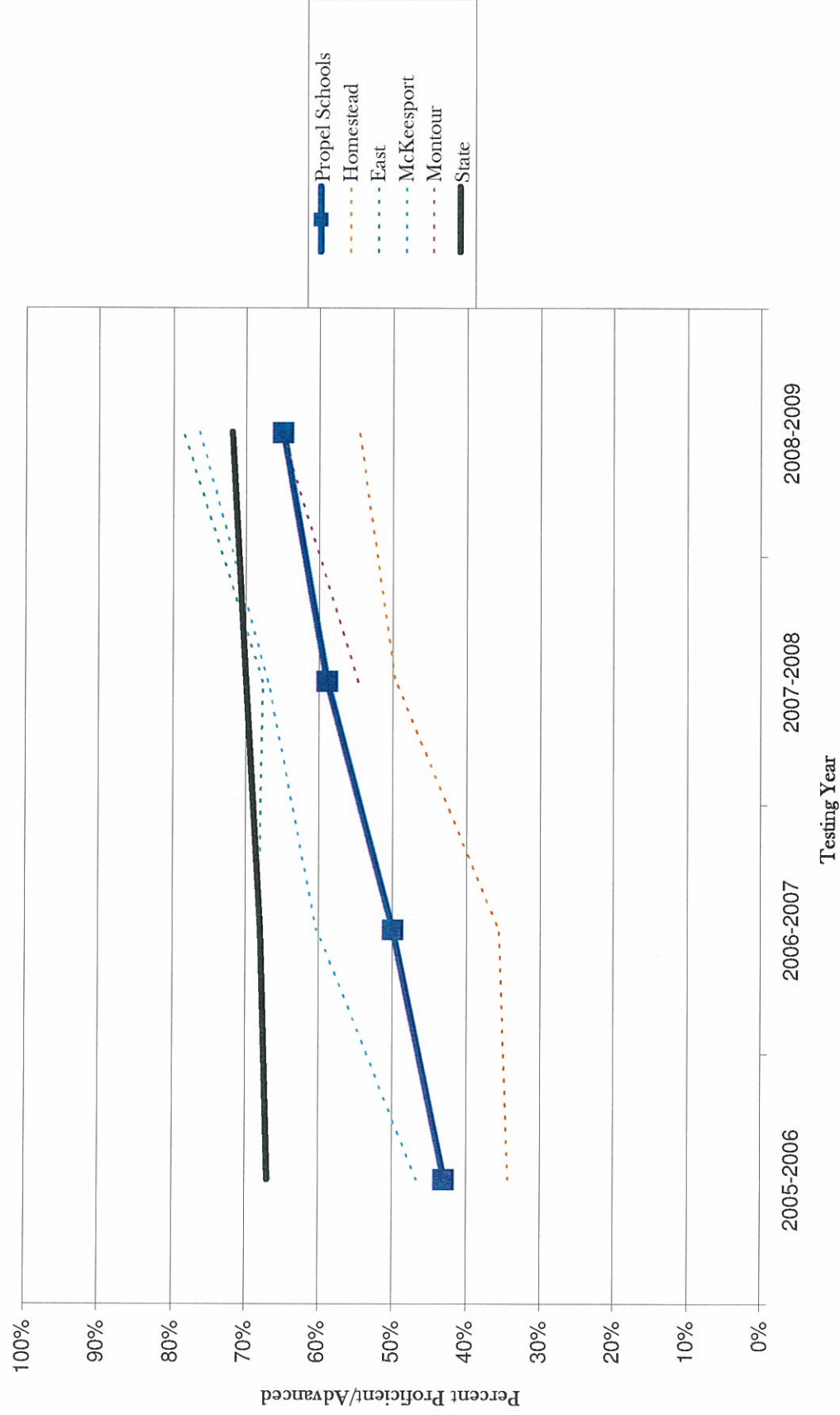
What This Tells Us:

Parents are overwhelmingly positive about their children's experience at Propel. 92% of parents gave Propel an A or B compared to just 74% in the most recent public school survey. 1,700 students are attending Propel; more than 1,500 students were on Propel waiting lists at the start of the 2009/2010 school year.

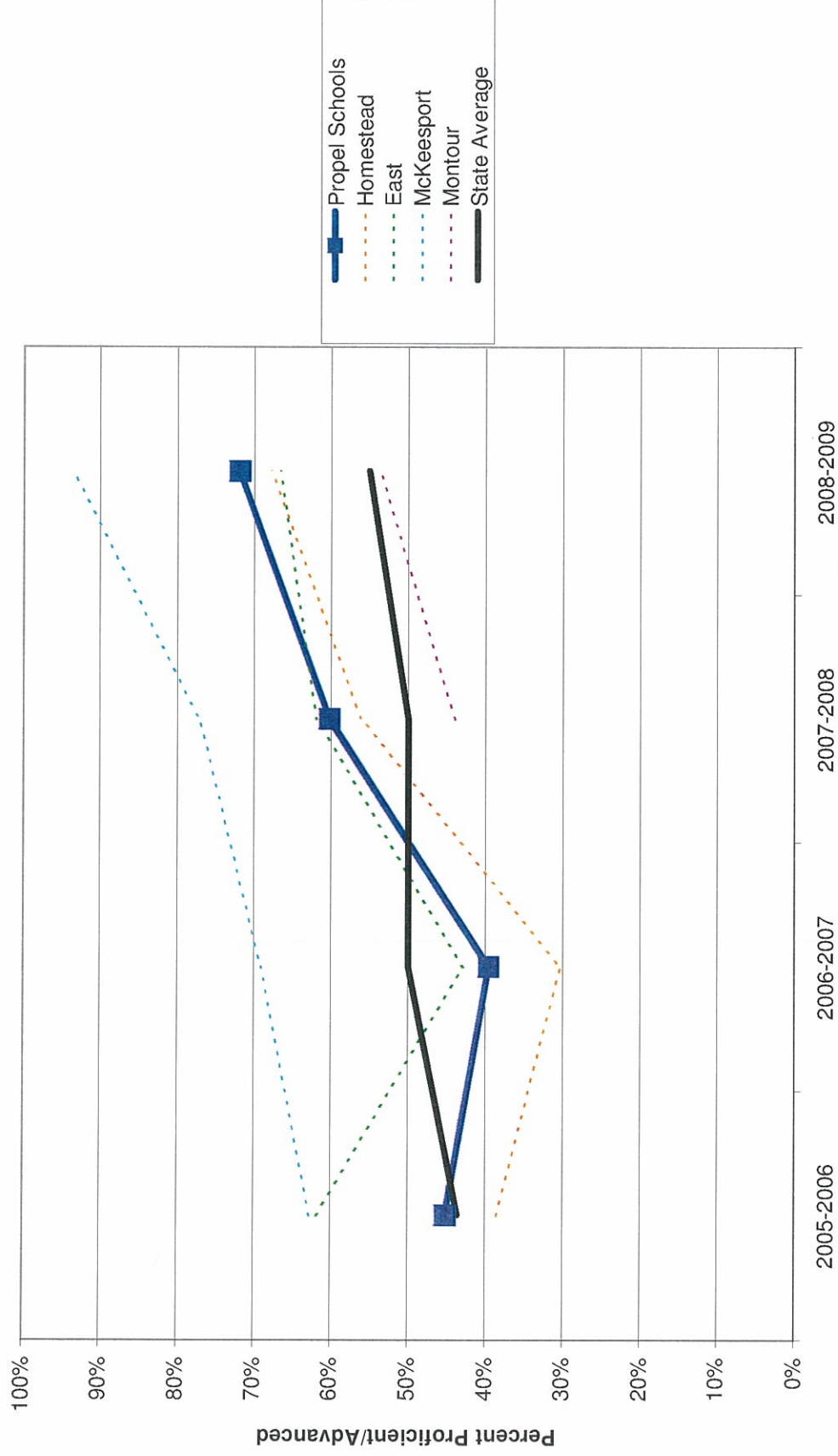
Propel PSSA Math



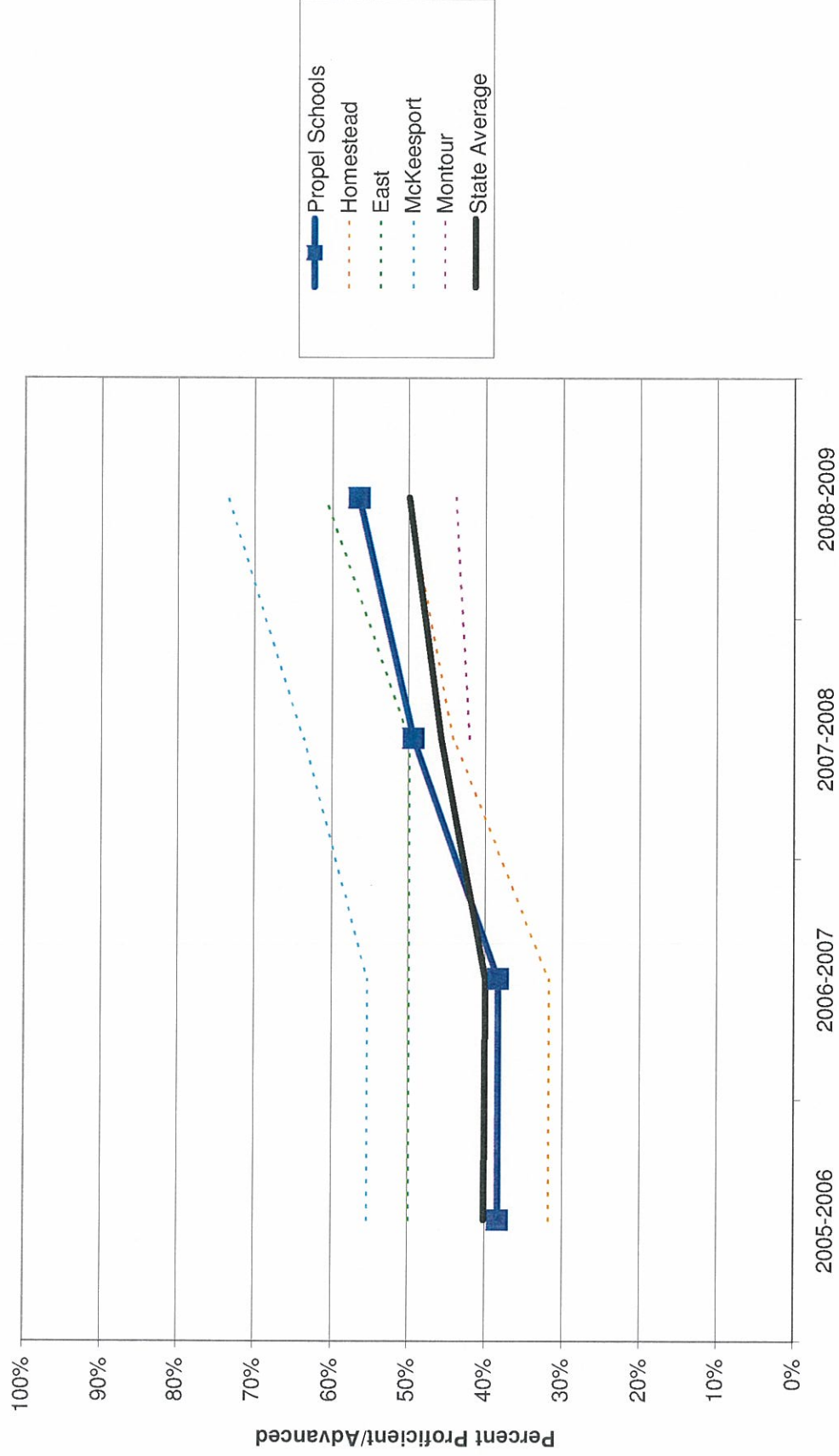
Propel PSSA Reading



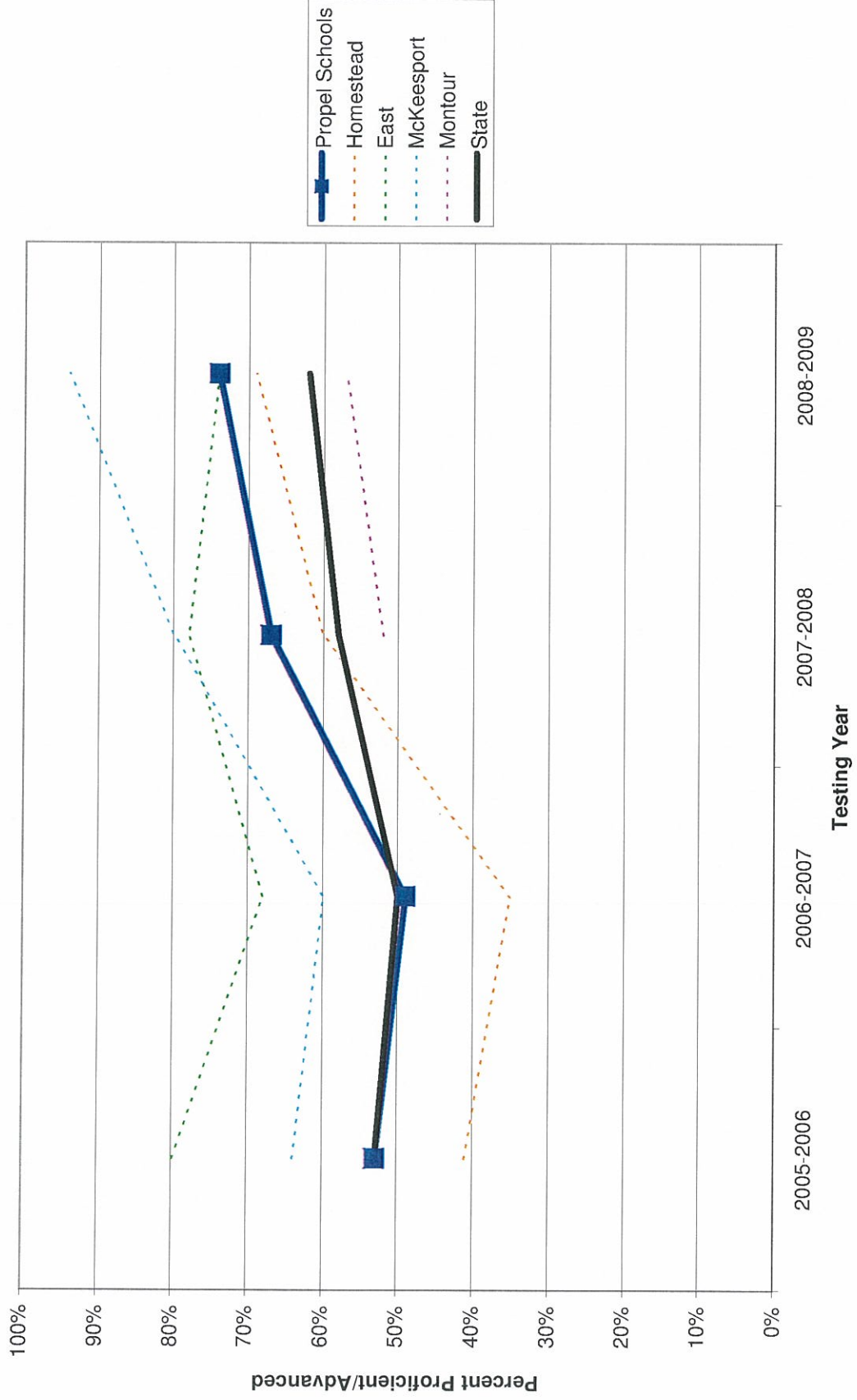
African American Performance PSSA Math



African American Performance PSSA Reading

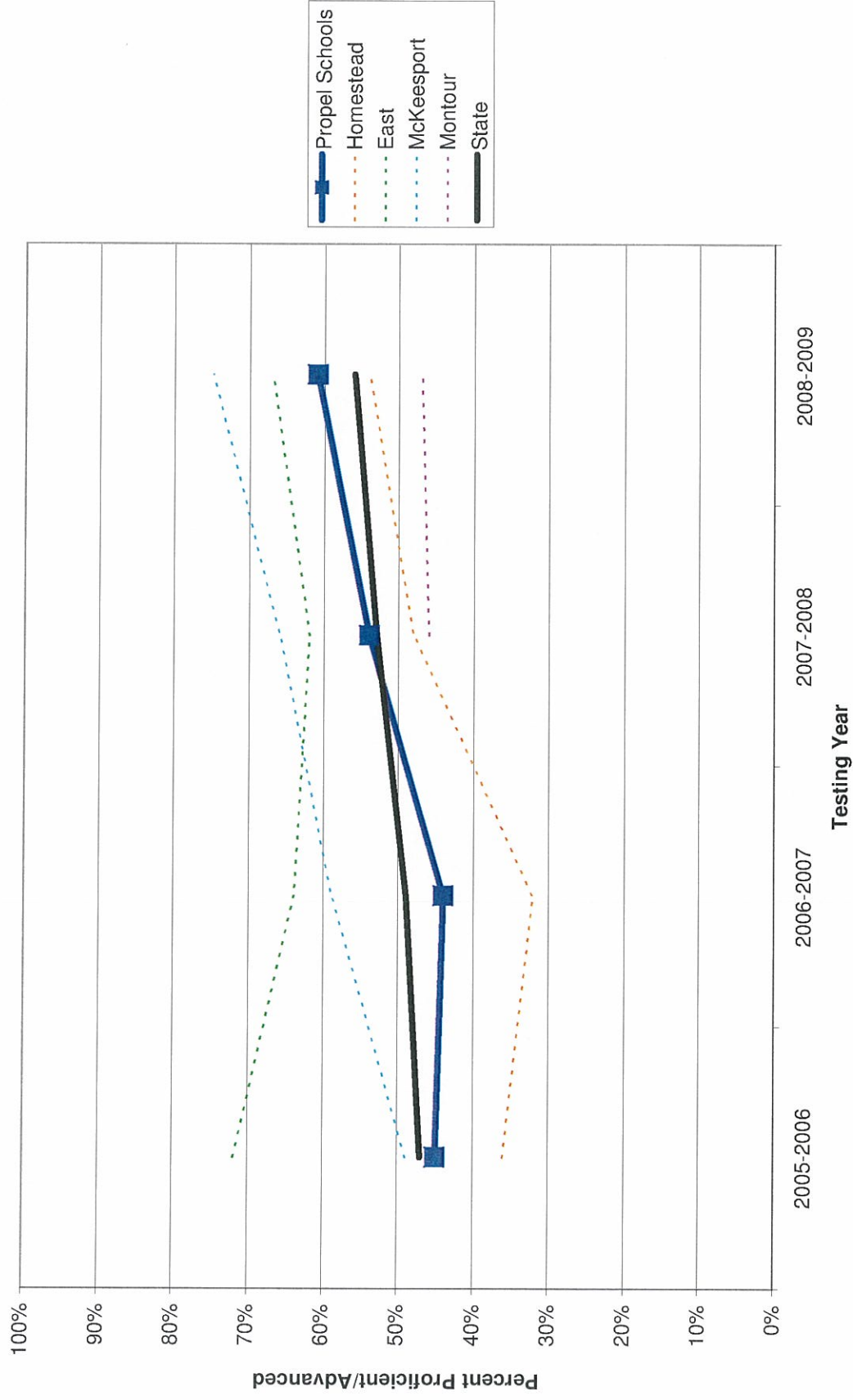


Economically Disadvantaged PSSA Math

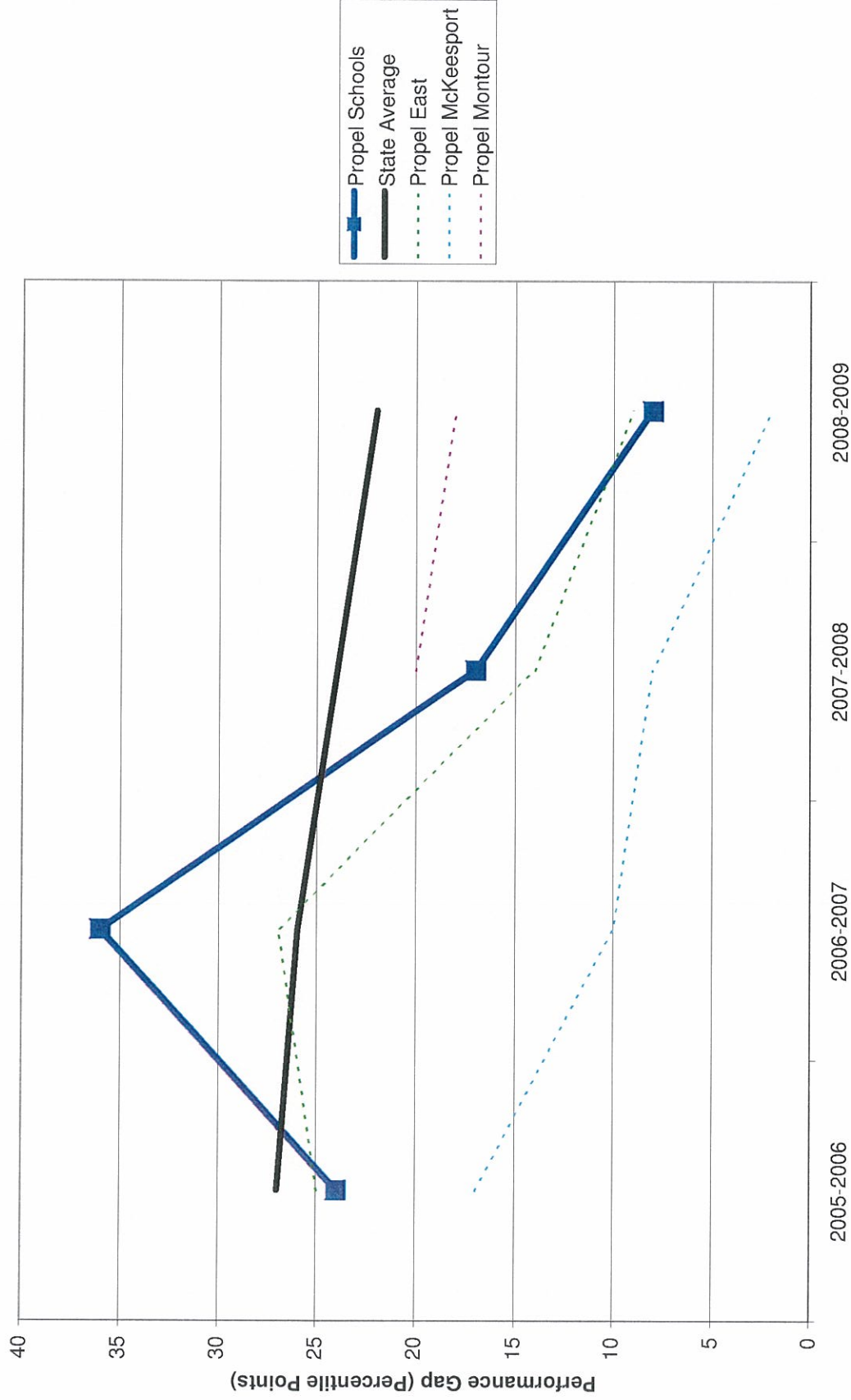


7

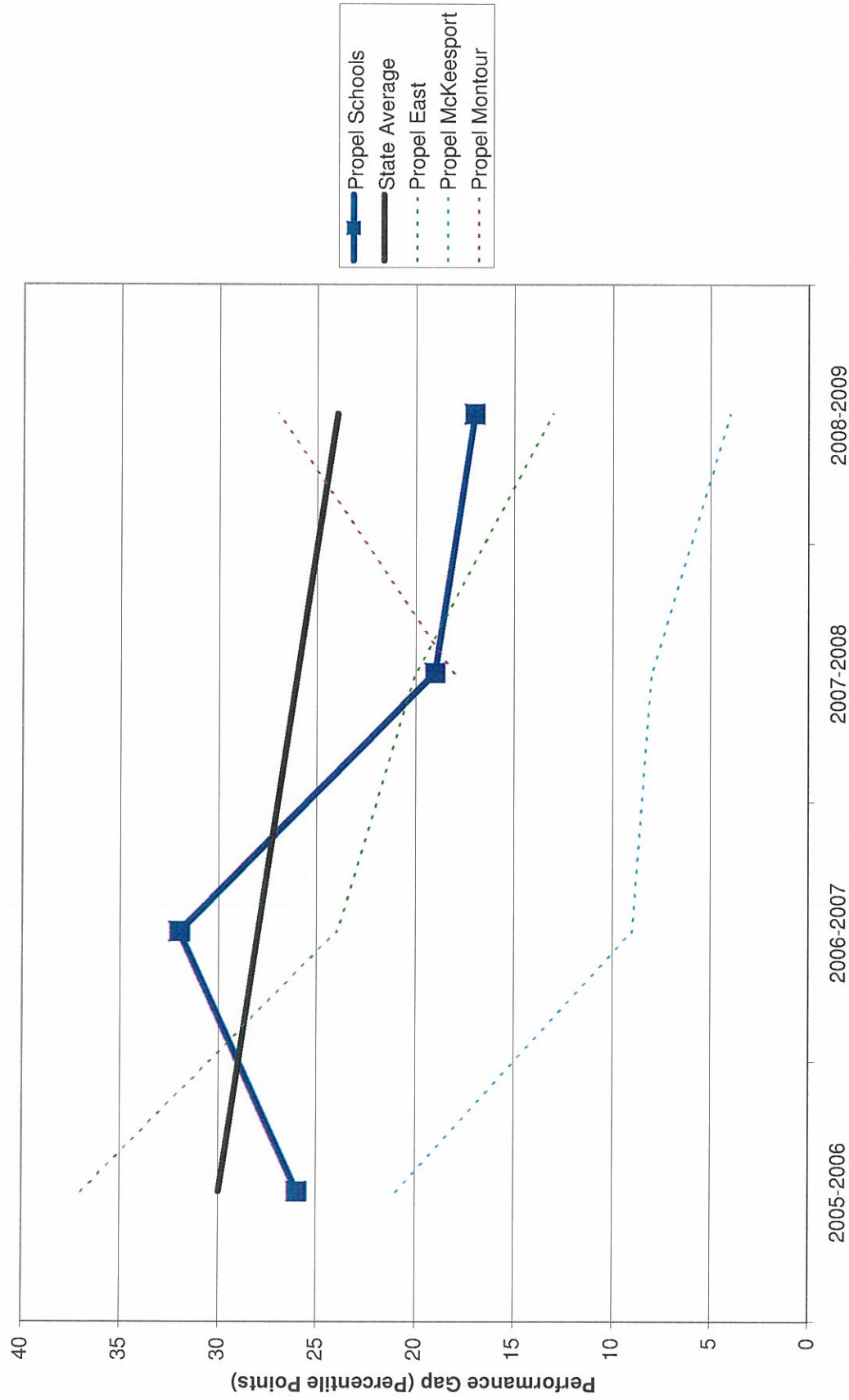
Economically Disadvantaged PSSA Reading



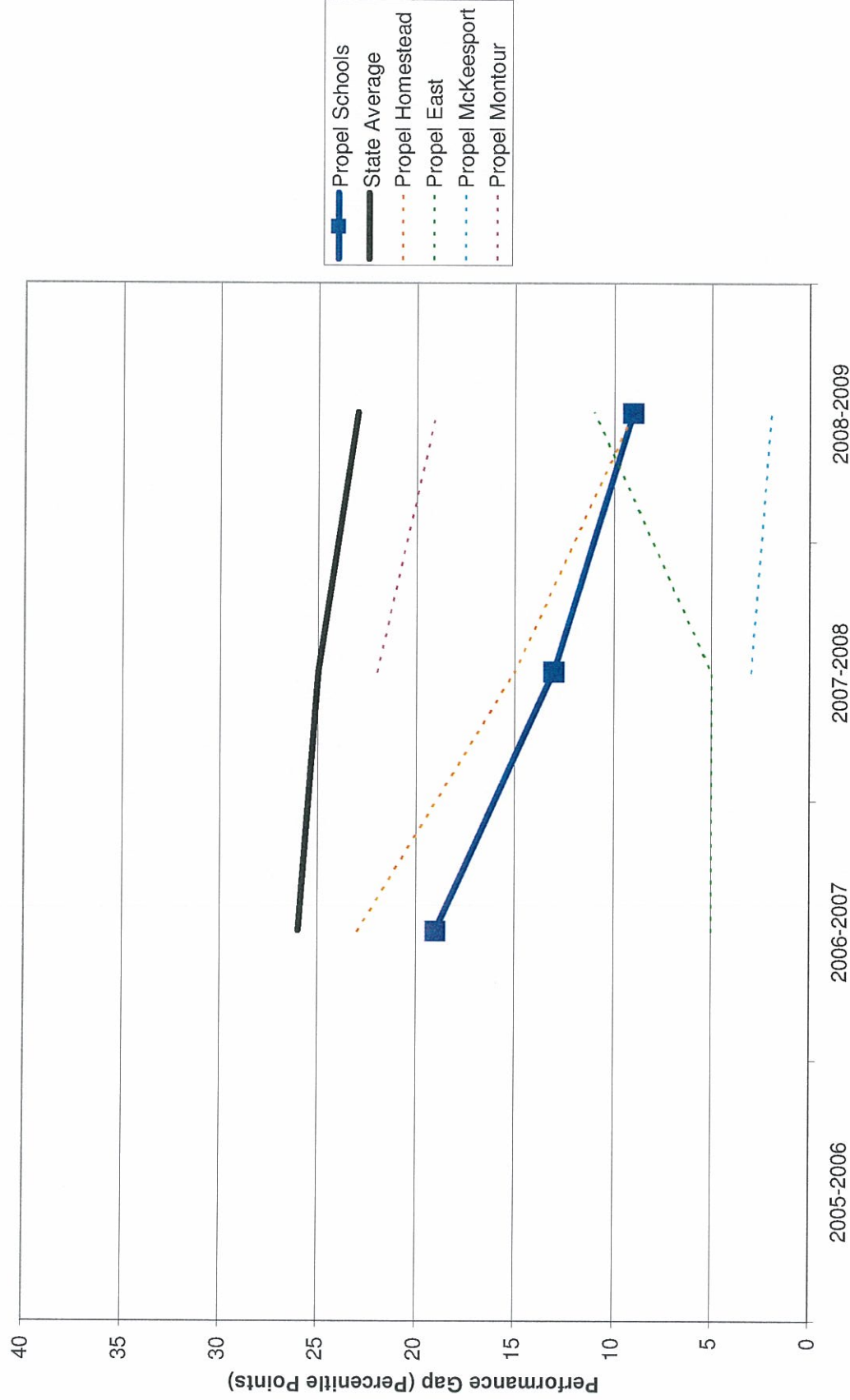
PSSA Math Gap White/Students of Color



PSSA Reading Gap White/Student of Color

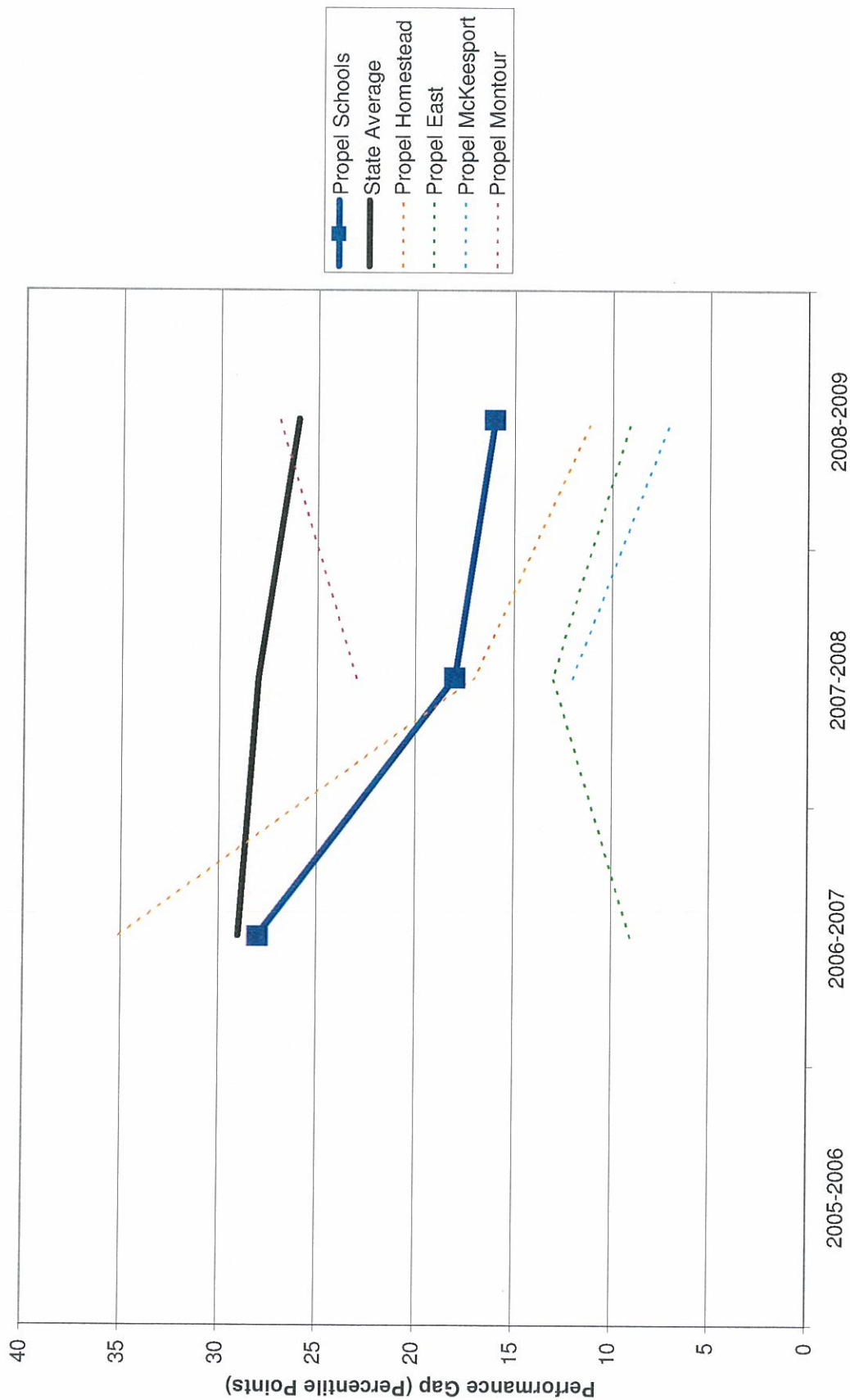


PSSA Math Gap Economically Disadvantaged



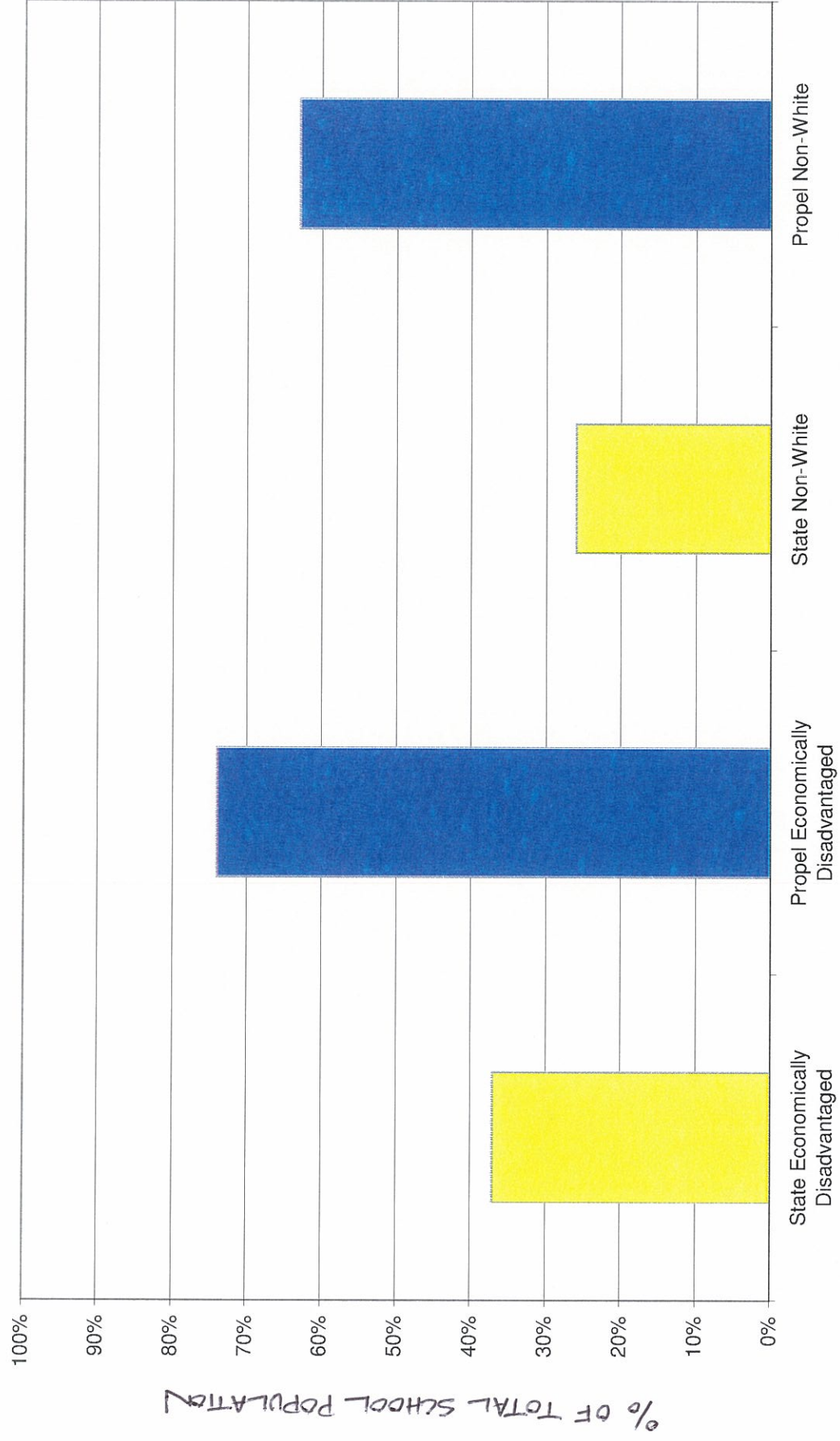
P

PSSA Reading Gap Economically Disadvantaged



Q

Economically Disadvantaged and Non-White Populations



Project Narrative

Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Supplemental Organizational Budgets & Financial Information** Pages: **11** Uploaded File: **Section 6 - Supplementary Budget Info.pdf**



Section 6 – Other Attachments: Supplemental Organizational Budgets & Financial Information

- Propel Schools Foundation Audited Balance Sheet (June 30, 2009)
- Propel Schools Foundation Unaudited Balance Sheet (June 30, 2010)
- Propel Schools Five-Year Pro Forma
- Typical Multi-Year School Pro Forma

P. J. VANCHERI, CPA
—
L. E. MERTZ, CPA
J. ZIVKOVIC, CPA
—
P. C. DURNY, CPA
R. V. JOHNSON, CPA
K. D. NICK, CPA
S. H. NIEDENBERGER, CPA
C. L. PUSATERI, CPA

HOSACK, SPECHT, MUETZEL & WOOD LLP

CERTIFIED PUBLIC ACCOUNTANTS
305 MT. LEBANON BOULEVARD, SUITE 301
PITTSBURGH, PENNSYLVANIA 15234-1500
PHONE - (412) 343-9200
FAX - (412) 343-9209
EMAIL - HSMW@HSMWCPA.COM

G. M. HOSACK (1934-1941)
W. H. SPECHT (1934-1976)
A. C. WOOD (1934-1978)
C. A. MUETZEL (1934-1983)

Independent Auditor's Report

Members of the Board of Trustees
Propel Schools Foundation
Allegheny County, Pennsylvania

Dear Members:

We have audited the accompanying statement of financial position of Propel Schools Foundation (a non-profit organization), as of June 30, 2009 and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of Propel Schools Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Propel Schools Foundation as of June 30, 2009 and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Respectfully submitted,

Hosack, Specht, Muetzel & Wood LLP

HOSACK, SPECHT, MUETZEL & WOOD LLP
November 6, 2009

Propel Schools Foundation
Statement of Financial Position
June 30, 2009

Exhibit 1

ASSETS

Current Assets	
Cash and Cash Equivalents	\$2,661,798
Grants Receivable	2,500
Unconditional Promises to Give, Net of Allowance for Uncollectible	28,302
Loans Receivable	<u>1,482,732</u>
Total Current Assets	<u>4,175,332</u>
Noncurrent Assets	
Long-Term Unconditional Promises to Give	204,792
Loans Receivable, Net of Current Portion	<u>1,057,767</u>
Total Noncurrent Assets	<u>1,262,559</u>
TOTAL ASSETS	<u>\$5,437,891</u>

LIABILITIES AND NET ASSETS

Liabilities	
Current Liabilities	
Accounts Payable	\$ <u>23,060</u>
Net Assets	
Unrestricted	5,117,644
Temporarily Restricted Net Assets	<u>297,187</u>
Total Net Assets	<u>5,414,831</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$5,437,891</u>

See Accompanying Notes

Propel Foundation

Balance Sheet

As of June 30, 2010

	Jun 30, 10
ASSETS	
Current Assets	
Checking/Savings	
Fifth Third Checking	256,156.55
PSDLAF CASH ACCOUNT	
FAST Scholarship Account PSDLAF	60,027.62
PSDLAF CASH ACCOUNT - Other	2,589,955.73
Total PSDLAF CASH ACCOUNT	2,649,983.35
Total Checking/Savings	2,906,139.90
Accounts Receivable	
Grants receivable	2,500.00
Total Accounts Receivable	2,500.00
Total Current Assets	2,908,639.90
Other Assets	
Loan Receivable - McKeesport	425,000.00
Loan Receivable - SFD	1,105,770.06
Loan Receivable -Braddock Hills	645,000.00
Loans Receivable East	159,000.00
Loans Receivable Homestead	516,000.00
Loans Receivable Montour	-0.20
Total Other Assets	2,850,769.86
TOTAL ASSETS	5,759,409.76
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Loan Payable to Homestead	1,000.00
Total Accounts Payable	1,000.00
Other Current Liabilities	
Accrued expenses - other	2,975.10
miscellaneous payable	20,085.00
Total Other Current Liabilities	23,060.10
Total Current Liabilities	24,060.10
Total Liabilities	24,060.10
Equity	
Fund Balance	1,064,981.22
Temporarily restrict net asset	64,092.15
Unrestrict (retained earnings)	4,052,663.46
Net Income	553,612.83
Total Equity	5,735,349.66
TOTAL LIABILITIES & EQUITY	5,759,409.76

**Propel Schools Consolidated
Five Year Pro Forma**

	Year 1 2010/2011	Year 2 2011/2012	Year 3 2012/2013	Year 4 2013/2014	Year 5 2014/2015
Key Assumptions:					
Planned Student Capacity	2,100	2,350	2,840	3,400	3,850
Student Enrollment	2,046	2,305	2,771	3,289	3,739
Special Education Students	283	315	375	441	511
Teachers	115	128	151	177	199
Special Education Teachers	29	32	41	48	53
Instructional Aides	41	45	53	60	69
Coaches	20	21	26	31	35
Principals	6	7	9	10	12
Principal's Interns	5	7	7	8	9
Food Servers	12	13	16	18	19
Custodians	12	14	15	16	18
Average Teacher Salary	45,074	47,728	50,056	58,202	66,359
Classrooms	94	104	124	134	145
Revenue:					
Revenue from Local Districts	24,446,170	28,273,505	34,690,730	41,986,646	48,270,070
Revenue from State Sources	1,333,010	1,481,167	1,717,638	1,829,747	2,144,898
Revenue from Federal Sources	806,211	893,245	1,031,299	1,109,337	1,247,661
Revenue from non Government Sources	1,590,000	1,765,000	1,485,000	1,015,000	799,000
Revenue from Grants	836,000	820,000	851,000	792,054	806,000
Total Revenue	29,031,391	33,232,916	39,775,667	46,732,784	53,267,629
Expenditures:					
1100 Instructional	10,217,602	11,950,377	14,456,134	17,051,964	19,765,891
1200 Special Education	3,900,436	4,361,005	5,496,039	6,576,896	7,416,254
2100 Support Services - Pupil Personnel	440,190	624,463	889,367	1,196,055	1,437,498
2200 Support Services - Instructional Staff	1,061,565	1,189,004	1,427,561	1,636,541	1,865,320
2300 Support Services - Administrative	1,869,504	2,264,540	2,454,687	2,930,430	3,258,387
2400 Support Services - Student Health	326,012	338,956	400,134	460,162	520,723
2500 Support Services - Business	138,720	157,776	179,575	199,783	222,103
2600 Plant Operations and Maintenance	4,570,613	5,396,564	6,938,495	7,679,789	8,460,774
Support Services - Central	485,484	557,303	658,670	738,016	845,677
Student Activities	80,296	98,075	105,907	118,169	126,079
Additional Uses of Cash for Start Up	1,374,000	919,000	1,063,000	1,042,000	1,039,500
Food Service Income Deficit	27,000	37,660	43,740	50,107	56,775
Total General & Administrative	2,611,121	3,608,063	4,027,457	4,404,176	4,722,602
Loan Payments to Foundation	380,000	50,000	50,000	250,000	450,000
Capital Purchases					
Total Expenditures:	27,482,544	31,552,786	38,290,766	44,334,087	50,187,584
Beginning Fund Balance	7,174,076	8,570,162	10,448,491	11,575,087	13,562,082
Net Revenue over Expenses (Loss)	1,396,086	1,372,578	1,321,408	2,229,794	3,003,587
Ending Fund Balance	8,570,162	9,942,323	11,120,115	13,675,232	16,098,197
Average Spending per student	11,970	12,104	12,347	12,066	12,039
Average Public Revenues per Student	13,004	13,299	13,511	13,661	13,817

**Propel Schools
Consolidated Pro Forma
2010/2011**

	Homestead	McKeesport	East	Montour	Andrew St.	Sunrise	Sunrise HS	Propel & HS	Consolidating Entries	Total
<i>Key Assumptions:</i>										
Planned Student Capacity	400	400	400	400	200	200	100			2,100
Student Enrollment	400	384	400	400	178	194	90			2,046
Special Education Students	88	46	48	44	23	23	11			283
Teachers	22	22	21	21	10	12	7			115
Special Education Teachers	5	6	6	6	2	3	1			29
Instructional Aides	9	9	9	7	2	3	2			41
Coaches	5	4	4	4	1	2	0			20
Principals	1	1	1	1	1	1	0			6
Principal's Interns	1	1	1	1	0	1	0			5
Food Servers	3	3	3	3	1	1	0			12
Custodians	3.0	2.5	2.5	3	0	1	0			11.8
Average Teacher Salary	45,532	44,798	46,310	46,228	42,500	45,074	45,074			45,074
School Size (square feet)	42,000	42,000	42,000	42,000	22,000	40,000	41,000			271,000
Classrooms	18	18	18	18	8	10	4			94
Revenue:										
Revenue from Local Districts	5,116,865	4,114,547	4,493,733	5,454,435	2,105,981	2,159,007	1,001,601			24,446,170
Revenue from State Sources	320,934	287,192	293,397	246,385	81,077	92,400	31,625			1,353,010
Revenue from Federal Sources	191,548	201,715	141,190	192,870	0	51,798	27,090			806,211
Revenue from Non Government Sources	0	0	0	0	0	1,100,000	275,000			1,590,000
Revenue from Grants	0	0	0	0	0	0	0			836,000
Revenue From Admin Services	1,940,040	0	0	0	0	0	0		(1,940,040)	0
Total Revenue	7,569,386	4,603,454	4,928,321	5,893,690	2,187,058	3,403,205	1,335,317	1,051,000	(1,940,040)	29,031,391
Public Revenues per Student	14,073	11,988	12,321	14,734	12,287	11,872	11,781			13,004
Expenditures:										
1100 Instructional	2,022,583	1,889,625	1,887,068	1,838,847	907,064	1,001,110	603,906	67,400		10,217,602
1200 Special Education	1,029,369	680,891	751,098	807,348	231,432	266,537	133,761			3,900,436
2100 Support Services - Pupil Personnel	13,643	19,009	65,964	16,817	102,202	117,642	104,913			440,190
2200 Support Services - Instructional Staff	205,393	170,620	190,602	179,779	103,771	161,400	50,000			1,061,565
2300 Support Services - Administrative	335,782	267,721	285,028	327,886	174,249	300,238	29,000	149,600		1,869,504
2400 Support Services - Student Health	68,270	61,092	62,130	72,662	1,050	57,809	3,000			326,012
2500 Support Services - Business	24,860	25,200	24,860	25,200	12,600	13,000	13,000			138,720
2600 Plant Operations and Maintenance	921,428	723,842	696,783	821,714	472,529	839,318	95,000			4,570,613
Support Services - Central	65,790	32,939	43,998	31,588	31,288	113,580	81,300	85,000		485,484
Student Activities	19,879	3,510	8,719	8,648	18,540	6,000	15,000			80,296
Additional Uses of Cash for Start Up	0	0	0	0	0	500,000	125,000	749,000		1,374,000
Food Service Income Deficit	5,000	5,000	5,000	5,000	2,000	5,000	0			27,000
Total General & Administrative	2,611,121	316,792	442,933	1,180,314	0	0	0	0	(1,940,040)	2,611,121
Loan Payments to Foundation	0	50,000	168,000	162,000	0	0	0			380,000
Total Expenditures:	7,323,118	4,246,241	4,632,182	5,477,804	2,056,724	3,381,634	1,253,880	1,051,000	(1,940,040)	27,482,544
Beginning Fund Balance	1,962,989	1,414,881	1,806,523	2,302,326	(314,749)	2,105	0	0		7,174,076
Net Income (Loss)	215,819	334,276	248,303	369,496	125,184	21,571	81,436	0		1,396,086
Ending Fund Balance	2,178,808	1,749,157	2,054,826	2,671,823	(189,565)	23,676	81,436	0		8,570,162
Spending per student	11,856	11,118	11,280	13,062	11,584	17,431	13,932			11,970

**Propel Schools
Consolidated Pro Forma
2011/2012**

	Homestead	McKeesport	East	Montour	Andrew Street	Sunrise	Sunrise HS	Propel 8 HS	Propel 9	Consolidating Entries	Total
Key Assumptions:											
Planned Student Capacity	400	400	400	400	200	250	200	100			2,350
Student Enrollment	400	400	400	400	192	243	180	90			2,305
Special Education Students	88	48	48	44	25	29	22	12			315
Teachers	22	22	21	21	10	14	11	7			128
Special Education Teachers	5	6	6	6	2	4	2	1			32
Instructional Aides	9	9	9	7	2	4	3	2			45
Coaches	5	4	4	4	2	2	0	0			21
Principals	1	1	1	1	1	1	0	1			7
Principal's Interns	1	1	1	1	1	1	0	1			7
Food Servers	3	3	3	3	1	2	0	0			13
Custodians	3	3	3	3	1	1	1	0			13.5
Average Teacher Salary	48,373	47,633	48,935	48,983	44,714	47,729	47,729	47,729			47,728
School Size (square feet)	42,000	42,000	42,000	42,000	21,000	40,000	41,000	30,000			300,000
Classrooms	18	18	18	18	8	12	8	4			104
Revenue:											
Revenue from Local Districts	5,270,371	4,414,566	4,628,545	5,618,068	2,339,768	2,779,722	2,063,299	1,159,166			28,273,505
Revenue from State Sources	326,414	295,808	300,317	251,972	84,549	113,507	62,351	46,250			1,481,167
Revenue from Federal Sources	195,379	207,767	145,426	198,656	0	64,748	54,180	27,090			893,245
Revenue from Non Government Sources	0	0	0	0	0	500,000	300,000	750,000	215,000		1,765,000
Revenue from Grants	0	0	0	0	0	0	0	149,600	670,400		820,000
Revenue From Admin Services	2,939,538									(2,939,538)	0
Total Revenue	8,731,702	4,918,140	5,074,289	6,068,696	2,424,317	3,457,976	2,479,829	2,132,106	885,400	(2,939,538)	33,232,916
Expenditures:											
Public Revenues per Student	14,480	12,295	12,686	15,172	12,627	12,198	12,110	13,695			13,299
1100 Instructional	2,128,532	1,989,012	1,977,012	1,931,054	946,645	1,316,023	989,297	597,971	74,832		11,950,377
1200 Special Education	1,070,736	710,615	775,444	829,701	240,750	356,839	244,105	132,815			4,361,005
2100 Support Services - Pupil Personnel	14,597	19,580	69,805	17,994	105,268	186,597	106,410	104,210			624,463
2200 Support Services - Instructional Staff	211,555	175,739	196,320	185,172	182,756	172,462	15,000	50,000			1,189,004
2300 Support Services - Administrative	347,224	275,832	293,749	337,919	179,648	316,626	160,910	171,480	181,152		2,264,540
2400 Support Services - Student Health	70,318	62,874	63,943	74,791	1,103	59,928	3,000	3,000			338,956
2500 Support Services - Business	25,753	26,460	25,753	26,460	13,230	13,470	13,650	13,000			157,776
2600 Plant Operations and Maintenance	940,433	740,826	708,057	827,242	479,370	900,192	236,873	563,570			5,396,564
Support Services - Central	66,824	33,774	44,670	31,876	32,285	92,725	88,850	81,300	85,000		557,303
Student Activities	20,475	3,616	8,981	8,907	19,096	6,000	25,000	6,000			98,075
Additional Uses of Cash for Start Up	0	0	0	0	0	0	125,000	250,000	544,000		919,000
Food Service Income Deficit	5,150	5,150	5,150	5,000	2,060	5,150	5,000	5,000			37,660
Total General & Administrative	3,608,063	550,351	679,666	1,345,643	42,743	0	315,751	5,384		(2,939,538)	3,608,063
Loan Payments to Foundation	0	50,000	0	0	0	0	0	0			50,000
Total Expenditures:	8,541,633	4,667,453	4,897,818	5,669,541	2,250,259	3,426,013	2,328,847	1,983,730	884,984	(2,939,538)	31,552,786
Beginning Fund Balance	2,178,808	1,749,157	2,054,826	2,671,823	(189,565)	23,676	81,436	0	0		8,570,162
Net Income (Loss)	190,069	250,688	176,471	399,155	174,058	31,964	150,982	(1,224)	416		1,372,578
Ending Fund Balance	2,368,877	1,999,844	2,231,297	3,070,978	(15,507)	55,640	232,419	(1,224)			9,942,323
Spending per student	12,334	11,669	12,245	10,810	11,720	14,128	11,184	22,041			12,104

Propel Schools
Consolidated Pro Forma
2012/2013

	Homestead	McKeesport	East	Montour	Andrew Street	Sunrise	Sunrise HS	Propel 8 HS	Propel 9	Propel 10	Consolidating Entries	Total
<i>Key Assumptions:</i>												
Planned Student Capacity	400	400	400	400	400	200	300	300	300			2,840
Student Enrollment	400	400	400	400	200	200	291	128	282			2,771
Special Education Students	88	48	48	44	26	35	32	17	37			375
Teachers	22	22	21	21	10	16	15	8	16			151
Special Education Teachers	5	6	6	6	2	5	3	2	6			41
Instructional Aides	9	9	9	7	2	4	4	2	7			53
Coaches	5	4	4	4	2	2	0	1	4			26
Principals	1	1	1	1	1	1	1	1	1			9
Principal's Interns	1	1	1	1	1	1	0	0	1			7
Food Servers	3	3	3	3	1	2	1	1	1			16
Custodians	3	3	3	3	1	1	1	0	1			14.8
Average Teacher Salary	50,879	50,106	51,436	50,705	46,794	50,146	50,146	50,146	50,146			50,056
School Size (square feet)	42,000	42,000	42,000	42,000	22,000	40,000	41,000	30,000	42,000			343,000
Classrooms	18	18	18	18	8	14	10	6	14			124
Revenue:												
Revenue from Local Districts	5,428,482	4,547,003	4,767,402	5,786,610	2,510,376	3,435,736	3,187,796	1,698,049	3,329,275			34,690,730
Revenue from State Sources	332,004	304,682	307,445	257,726	87,354	133,661	107,394	51,873	135,499			1,717,638
Revenue from Federal Sources	199,286	214,000	149,789	204,615	0	77,697	72,090	38,528	75,294			1,031,299
Revenue from Non Government Sources	0	0	0	0	0	250,000	0	250,000	770,000	215,000		1,485,000
Revenue from Grants	0	0	0	0	0	0	0	97,406	97,406	656,187		851,000
Revenue From Admin Services	3,272,442										(3,272,442)	0
Total Revenue	9,232,215	5,065,685	5,224,636	6,248,952	2,597,730	3,897,094	3,367,280	2,135,857	4,407,474	871,187	(3,272,442)	39,775,667
Public Revenues per Student	14,899	12,664	13,062	15,622	12,989	12,533	12,471	13,972	12,553			13,511
Expenditures:												
1100 Instructional	2,224,749	2,074,194	2,063,952	1,994,838	984,651	1,534,583	1,362,642	743,531	1,402,649	70,345		14,456,134
1200 Special Education	1,114,078	737,987	800,691	858,135	249,687	444,231	364,744	206,112	720,374			5,496,039
2100 Support Services - Pupil Personnel	15,619	20,167	73,891	19,254	108,426	198,217	211,865	203,226	138,700			989,367
2200 Support Services - Instructional Staff	217,902	181,011	202,209	190,728	184,126	177,636	15,000	83,150	175,800			1,427,561
2300 Support Services - Administrative	359,103	284,203	302,752	348,283	185,220	327,358	197,242	176,624	273,902			2,454,587
2400 Support Services - Student Health	72,427	64,709	65,810	76,984	1,158	61,847	3,300	3,000	50,900			400,134
2500 Support Services - Business	26,680	27,783	26,680	27,783	13,892	15,775	14,333	13,650	13,000			179,575
2600 Plant Operations and Maintenance	960,388	752,928	717,689	841,342	396,888	963,772	718,999	573,288	860,540	152,680		6,938,495
Support Services - Central	67,902	34,139	45,362	32,172	32,990	96,893	71,463	60,210	132,539	85,000		658,670
Student Activities	21,090	3,724	9,250	9,175	19,669	6,000	25,000	6,000	6,000			105,907
Additional Uses of Cash for Start Up	0	0	0	0	0	0	0	0	500,000	563,000		1,063,000
Food Service Income Deficit	5,305	5,305	5,305	5,000	2,122	5,305	5,150	5,250	5,000			43,740
Total General & Administrative	3,945,596	677,006	701,260	1,420,355	263,759	0	210,062	0	81,861	(3,272,442)	4,027,457	
Loan Payments to Foundation	0	0	0	0	50,000	0	0	0	0			50,000
Total Expenditures:	9,064,410	4,887,490	5,065,600	5,873,263	2,498,032	3,831,615	3,199,798	2,074,041	4,361,264	871,026	(3,272,442)	38,290,766
Beginning Fund Balance	2,368,877	1,999,844	2,231,297	3,070,978	(15,507)	55,640	232,419	(1,224)	506,168	0		10,448,491
Net Income (Loss)	167,805	178,194	159,036	375,689	99,699	65,479	167,481	61,816	46,209	0		1,321,408
Ending Fund Balance	2,536,681	2,178,039	2,390,332	3,446,667	84,192	121,119	399,900	(36,815)	454,971	0		11,120,115
Spending per student	12,797	12,219	12,664	11,132	12,490	13,167	11,073	16,203	15,465			12,347

**Propel Schools
Consolidated Pro Forma
2013/2014**

	Homestead	McKeesport	East	Montour	Andrew Street	Sunrise	Sunrise HS	Propel 8 HS	Propel 9	Propel 10	Propel 11	Consolidating Entries	Total
<i>/ Assumptions:</i>													
Planned Student Capacity	400	400	400	400	200	350	400	200	350	300			3,400
Student Enrollment	400	400	400	400	200	340	360	178	329	282			3,289
Special Education Students	88	48	48	44	26	41	43	23	43	44			441
Teachers	22	22	21	21	10	18	19	10	18	16			177
Special Education Teachers	5	6	6	6	2	6	3	2	6	6			48
Instructional Aides	9	9	9	7	2	4	4	2	7	7			60
Coaches	5	4	4	4	2	2	0	2	4	4			31
Principals	1	1	1	1	1	1	1	1	1	1			8
Principal's Interns	1	1	1	1	1	1	0	0	1	1			18
Food Servers	3	3	3	3	1	2	1	1	2	1			15.8
Custodians	3	3	3	3	1	1	1	0	1	1			58,202
Average Teacher Salary	53,225	52,516	53,910	53,205	48,637	52,465	52,465	52,465	52,465	52,465			385,000
School Size (square feet)	42,000	42,000	42,000	42,000	22,000	40,000	41,000	30,000	42,000	42,000			134
Classrooms	18	18	18	18	10	16	12	8	16	14			
Revenue:													
Revenue from Local Districts	5,591,337	4,685,574	4,910,424	5,960,208	2,585,688	4,128,809	4,377,907	2,432,190	3,938,689	3,376,019			41,986,646
Revenue from State Sources	337,706	313,822	198,025	263,653	89,255	152,275	133,461	58,969	144,110	138,470			1,829,747
Revenue from Federal Sources	120,400	220,420	154,282	210,754	0	90,647	96,120	53,578	87,843	75,294			1,109,337
Revenue from Non Grant Sources	0	0	0	0	0	0	0	0	0	800,000	215,000		1,015,000
Revenue from Grants	0	0	0	0	0	0	0	66,194	88,259	88,259	549,343		792,054
Revenue From Admin Services	3,586,731											(3,586,731)	0
al Revenue	9,636,173	5,219,816	5,262,731	6,434,615	2,674,942	4,371,531	4,607,488	2,610,931	4,258,901	4,478,042	764,343	(3,586,731)	46,732,784
Public Revenues per Student	15,124	13,050	13,157	16,087	13,375	12,876	12,799	14,296	12,677	12,730			13,661
Expenditures:													
1100 Instructional	2,259,575	2,158,030	2,150,662	2,080,828	1,019,712	1,763,084	1,712,188	944,921	1,458,624	1,452,369	51,970		17,051,964
1200 Special Education	1,051,210	940,092	826,877	887,731	257,938	537,751	381,254	216,047	739,019	739,019			6,576,896
2100 Support Services - Pupil Personnel	17,181	20,772	79,838	20,602	111,679	210,787	233,346	224,448	138,700	138,700			1,196,055
2200 Support Services - Instructional Staff	219,902	186,441	208,275	196,449	185,564	182,965	15,000	90,345	175,800	175,800			1,636,541
2300 Support Services - Student Health	362,799	292,576	312,033	358,784	190,973	338,474	204,778	181,923	273,902	273,902	140,285		2,930,430
2400 Support Services - Student Health	72,762	66,599	67,755	79,271	1,216	63,829	3,630	3,300	50,900	50,900			460,162
2500 Support Services - Business	27,642	29,172	27,642	29,172	14,586	16,187	15,049	14,333	13,000	13,000			199,783
2600 Plant Operations and Maintenance	970,592	770,578	722,418	850,304	404,028	931,110	724,506	584,459	860,540	861,254			7,679,769
Support Services - Central	48,029	34,515	46,075	32,477	33,305	101,083	79,141	65,023	135,829	132,539	30,000		738,016
Student Activities	21,722	3,836	9,527	13,824	20,259	6,000	25,000	6,000	6,000	6,000			118,169
Additional Uses of Cash for Start Up	0	0	0	0	0	0	0	0	0	500,000	542,000		1,042,000
Food Service Income Deficit	5,464	5,464	5,464	5,000	2,185	5,464	5,305	5,513	5,250	5,000			50,107
Total General & Administrative	4,404,176	456,257	535,471	1,417,170	218,566	0	785,150	81,861	92,257	0		(3,586,731)	4,404,176
Loan Payments to Foundation	0	50,000	0	0	100,000	100,000	0	0	0	0			250,000
Expenditures:													
Beginning Fund Balance	9,496,303	5,039,356	5,044,310	6,022,303	2,565,639	4,256,735	4,184,347	2,418,171	3,949,820	4,348,482	764,255	(3,586,731)	44,334,087
Net Income (Loss)	2,536,681	2,178,039	2,390,332	3,446,667	84,192	121,119	399,900	(36,815)	454,971	0	0		11,575,087
Ending Fund Balance	139,870	180,460	218,422	412,312	109,304	114,796	423,141	192,760	309,081	129,561	88		2,229,794
Spending per student	2,676,551	2,358,499	2,608,754	3,858,979	193,496	235,915	823,041	155,945	764,052	129,561	88		13,675,232
	12,730	12,598	12,611	11,513	12,828	12,244	9,442	13,125	12,006	15,420			12,066

2014/2015

	Homestead	McKeesport	East	Montour	Andrew Street	Sunrise	Sunrise HS	Propel 8 HS	Propel 9	Propel 10	Propel 11	Propel 12	Consolidating Entries	Total
Key Assumptions:														
Planned Student Capacity	400	400	400	400	400	200	400	200	400	350	300			3,850
Student Enrollment	400	400	400	400	400	200	388	192	388	329	282			3,739
Special Education Students	88	48	60	44	26	43	47	25	50	43	37			511
Teachers	22	22	21	21	10	20	19	10	20	18	16			199
Special Education Teachers	5	6	6	6	2	5	3	2	6	6	6			53
Instructional Aides	9	9	9	7	2	6	4	2	7	7	7			69
Coaches	5	4	4	4	2	2	2	2	4	4	4			35
Principals	1	1	1	1	1	1	1	1	1	1	1			12
Principal's Interns	1	1	1	1	1	1	0	0	1	1	1			9
Food Servers	3	3	3	3	1	2	1	1	2	1	1			19
Custodians	3	3	3	3	1	3	1	0	1	1	1			18.3
Average Teacher Salary	55,354	54,616	56,067	55,333	50,583	54,564	54,564	54,564	54,564	54,564	52,465			66,359
School Size (square feet)	42,000	42,000	42,000	42,000	22,000	40,000	41,000	30,000	42,000	42,000	42,000			427,000
Classrooms	18	18	18	18	10	25	12	8	18	14	14			145
Revenue:														
Revenue from Local Districts	5,759,077	4,683,413	5,090,069	5,960,208	2,585,688	4,859,963	4,509,244	2,623,486	4,737,920	4,017,463	3,443,540			48,270,070
Revenue from State Sources	343,521	323,237	202,744	269,758	91,212	162,845	136,818	61,777	167,715	146,800	238,470			2,144,898
Revenue from Federal Sources	120,400	227,032	158,911	217,076	0	103,598	96,120	57,792	103,596	87,843	75,294			1,247,661
Revenue from Non Government Sources	0	0	0	0	0	0	0	0	0	0	600,000			199,000
Revenue from Grants	0	0	0	0	0	0	0	0	68,842	91,789	91,789			553,580
Revenue From Admin Services	3,870,995												(3,870,995)	0
Total Revenue	10,093,993	5,233,682	5,451,723	6,447,043	2,576,900	5,126,404	4,742,182	2,743,055	5,078,073	4,343,895	4,449,093	752,580	(3,870,995)	53,267,629
Public Revenues per Student	15,557	13,084	13,629	16,118	13,385	13,212	13,173	14,287	12,910	12,924	13,324			13,817
Expenditures:														
1100 Instructional	2,342,087	2,233,455	2,229,017	2,156,914	1,056,463	1,922,509	1,804,114	992,440	2,002,231	1,503,618	1,452,369	70,676		19,765,891
1200 Special Education	1,099,210	979,470	854,043	918,545	266,560	418,387	395,446	224,846	764,837	755,891	739,019			7,416,254
2100 Support Services - Pupil Personnel	18,889	21,395	86,337	22,044	115,030	237,261	259,253	250,088	149,791	138,700	138,700			1,437,498
2200 Support Services - Instructional Staff	226,499	192,034	214,524	202,343	187,074	202,567	15,000	92,605	181,074	175,800	175,800			1,865,320
2300 Support Services - Administrative	374,667	301,200	321,611	369,614	196,912	352,382	208,183	187,381	272,753	273,902	273,902			3,258,387
2400 Support Services - Student Health	74,945	68,546	69,760	81,628	1,276	64,738	3,993	3,630	50,407	50,900	50,900			520,723
2500 Support Services - Business	28,642	30,631	28,642	30,631	15,315	16,862	16,862	15,049	13,470	13,000	13,000			222,103
2600 Plant Operations and Maintenance	985,649	788,674	732,252	859,312	411,496	796,502	703,083	596,129	865,170	861,254	861,254			8,460,774
Support Services - Central	49,205	34,903	46,810	32,792	33,629	85,160	80,588	67,381	116,843	135,829	132,539	30,000		845,677
Student Activities	22,374	3,951	9,813	14,074	20,867	6,000	25,000	6,000	6,000	6,000	6,000	526,000		1,039,079
Additional Uses of Cash for Start Up	0	0	0	0	0	13,500	0	0	0	0	500,000			1,039,000
Food Service Income Deficit	5,628	5,628	5,628	5,000	2,251	5,628	5,464	5,788	5,513	5,250	5,000			56,775
Total General & Administrative	4,624,385	310,911	524,123	1,203,596	149,144	526,738	727,825	89,798	240,842	98,217	0		(3,772,778)	4,722,602
Loan Payments to Foundation	0	100,000	0	0	100,000	250,000	0	0	0	0	0			450,000
Total Expenditures:	9,889,202	5,095,614	5,176,397	5,948,704	2,551,813	4,898,233	4,244,810	2,531,134	4,668,731	4,018,361	4,348,462	752,556	(3,772,778)	50,187,584
Beginning Fund Balance	2,676,551	2,358,499	2,608,754	3,858,979	193,496	235,915	823,041	89,751	675,794	41,302	0			13,562,082
Net Income (Loss)	204,791	137,068	275,326	498,339	115,087	228,171	497,372	211,921	409,342	325,534	100,612	24		3,003,587
Ending Fund Balance	2,881,342	2,495,567	2,884,080	4,357,318	308,583	464,086	1,320,413	301,673	1,085,136	366,836				16,098,197
Spending per student	13,162	12,742	12,941	11,863	12,809	10,622	9,442	12,715	12,033	12,214	15,420			12,039

**Proper Schools
Propel 9 Pro Forma Budget
K - 8**

	Year One 2010/2011	Year Two 2011/2012	Year Three 2012/2013	Year Four 2013/2014	Year Five 2014/2015	Notes
Key Assumptions						
Planned Student Capacity			300	350	400	
Student Enrollment			282	329	388	School will open grades K - 4 adding 1 grade per year.
Special Education Students			37	43	50	Projected 13% of the student body
Teachers			16	18	20	This includes enhancement instructors.
Special Education Teachers			6	6	6	
Instructional Aides			7	7	7	
Coaches			4	4	4	
Principal			1	1	1	Administrator will also have 1 administrative assistant
Principal's Intern			1	1	1	
Food Servers			1	2	2	
Custodians			1	1	1	
Average Teacher Salary			50,146	52,465	54,564	
School Size (square feet)			42,000	42,000	42,000	Assumes 3% annual increase
Classrooms			14	16	18	Square footage of building
Revenue:						
Revenue from Local Districts			3,329,275	3,938,689	4,737,920	
Revenue from State Sources			135,499	144,110	167,715	
Revenue from Federal Sources			75,294	87,843	103,596	
Revenue from non Government Sources	215,000		770,000			
Revenue from Grants	670,400		97,406	88,259	68,842	
Revenue from Admin Services	885,400		4,407,474	4,258,901	5,078,073	
Total Revenue			12,553	12,677	12,910	
Expenditures:						
1100 Instructional	74,832		1,402,649	1,458,624	2,002,231	
1200 Special Education			720,374	739,019	764,837	
2100 Support Services - Pupil Personnel			138,700	138,700	149,791	
2200 Support Services - Instructional Staff			175,800	175,800	181,074	
2300 Support Services - Administrative	181,152		273,902	273,902	272,753	
2400 Support Services - Student Health			50,900	50,900	50,407	
2500 Support Services - Business			13,000	13,000	13,470	
2600 Plant Operations and Maintenance			860,540	860,540	865,170	
Support Services - Central	85,000		132,539	135,829	116,843	
Student Activities			6,000	6,000	6,000	
Additional Uses of Cash for Start Up	544,000		500,000			
Food Service Income Deficit			5,000	5,250	5,513	
Total General & Administrative			81,861	92,257	240,642	
Loan Payments to Foundation						
Capital Purchases	884,984		4,361,265	3,949,821	4,668,731	
Total Expenditures:						
Net Revenue over Expenses (Loss)		416	46,209	309,080	409,342	

Project Narrative

Section 7 - Other Attachments: Additional Information

Attachment 1:

Title: **Additional Information** Pages: **24** Uploaded File: **Section 7 - Additional Information.pdf**



Section 7 – Other Attachments: Additional Information

- Replication and Expansion Project Outcomes Table
- Board member biographies
- Indicators to success
- Pittsburgh Post-Gazette article (11/25/09)
- 2010 Five Year Strategic Plan
- Student recruitment marketing collateral

Project Objectives Table

Replication & Expansion Objectives		
Project Objectives	Outcome Measures	Progress Measures
New Pennsylvania Schools	<p>SHORT TERM: Expanding Propel Montour from K-8 to K-12 (expansion project to begin in fall 2011 with grade 9-10).</p> <p>INTERMEDIATE: A new K-8 school west of Pittsburgh, to serve the ongoing demand reflected by Propel Montour's extensive waiting list (opening projected in fall 2012 with grades K-4).</p> <p>LONG TERM: Two new K-8 schools in the city of Pittsburgh (openings projected in 2013 and 2014 with grades K-4 respectively).</p> <p>A high school in the city of Pittsburgh (opening projected in fall 2015 with grades 9-10).</p>	<ul style="list-style-type: none"> Each school opens on schedule and adds grades in accordance with the plan. (For example, Propel elementary-middle schools generally open with grades K-4 and add one grade a year, reaching K-8 status in their fifth year). Each school is fully subscribed. (Because of student turnover issues, Propel considers a school fully subscribed if average daily enrollment is at least 95 percent of school capacity, which is normally 50 students per grade level in K-8 schools and 100 students per grade level in high schools). Each school is fully implementing the Propel model.
Expansion to Delaware	Propel fully implements its model at EastSide Charter School in Wilmington, Delaware (effort to begin during year 1 of the grant period as Propel evaluates the school and proposes and turnaround plan. Propel's educational model will be implemented beginning in fall 2011).	<ul style="list-style-type: none"> Approval of charters for new Propel schools in Delaware; initiation of Propel management at restart schools; full enrollment (average daily enrollment at least 95 percent of school capacity) at these schools; fully implemented Propel model.
Performance Objectives		
Project Objectives	Outcome Measures	Progress Measures
Effective implementation of desired school culture.	Parent satisfaction.	<ul style="list-style-type: none"> Each school receives an A or B from at least 90 percent of parents.
	Expanded opportunities for disadvantaged students.	<ul style="list-style-type: none"> By the end of year one and thereafter, students will be engaged with a variety of artists from the community during a fully implemented CreativeArts block (at least one hour per day at K-8 and

		two hours per week 9-12).
	Teacher retention.	<ul style="list-style-type: none"> 90 percent of each school's teachers (not including any teachers whose contract Propel chooses not to renew) return to Propel for the following year.
	Student retention.	<ul style="list-style-type: none"> 90 percent of students beginning the academic year at each new Propel school complete the year at the same school. 90 percent of students completing the academic year at each new Propel school (excluding high school graduates) return for the following year.
Academic performance.	<u>INTERMEDIATE</u> : For each school year.	<ul style="list-style-type: none"> Fall to Spring growth on a nationally normed reading assessment (NWEA MAPS) will equal or exceed expected gains in the national norm reference group. Growth on a nationally normed math assessment (NWEA MAPS) will equal or exceed gains in the national norm reference group.
	<u>LONG-TERM</u> : At the end of year 3 and thereafter.	<ul style="list-style-type: none"> The percentage of Propel students achieving proficiency on the state reading assessment will exceed the percentage of students reaching proficiency statewide. The percentage of Propel students achieving proficiency on the state math assessment will exceed the percentage of students reaching proficiency statewide. The percentage of students from lower-income and minority subgroups achieving proficiency on state assessments should be at least 7 points higher than state averages for like groups.



Board of Trustees

Paul Anselmo

Paul Anselmo is a founder and now serves as Director of NCC Services, a division of New Century Careers. For many years, he worked at Steel Center Vo-Tech as director of the school's co-op and adult education programs. He started his career as a special education teacher in the McKeesport Area School District.

William J. Axtman

William J. Axtman is a partner with the law firm of K&L Gates LLP in Pittsburgh. Mr. Axtman practices in the firm's corporate group and specializes in the area of mergers and acquisitions. He earned his law degree at Northwestern University School of Law in Chicago.

John Blood

John Blood is the Chief Financial Officer of National Rehab Equipment. Previously, he was a private equity investor for firms including AEA Investors and Madison Dearborn Partners. In addition, he was also an investment banker with Credit Suisse First Boston. He earned an undergraduate degree from the University of Notre Dame and a MBA from London Business School.

Tom Canfield

Tom Canfield most recently was an investment banker, running Equity Catalysts LLC (EC), which he founded in 1999. EC matched local "angel" investors to start-up technology firms. Prior to that, he was president of The Enterprise Corporation of Pittsburgh. Enterprise was a non-profit firm founded in 1983 that was dedicated to building more successful entrepreneurial firms in southwestern Pennsylvania. He also founded the Western Pennsylvania Adventure Capital Fund and the Pittsburgh Seed Fund. He earned an undergraduate degree in electrical engineering from Purdue University and a MBA from Harvard University.

Bernard E. Carter

Bernard Carter is a derivatives analyst with The Bank of New York Mellon. Previously, he was self-employed as a private investor. From 1992 to 2005, he worked as a Financial Advisor, specializing in SEC Rule 144 transactions at Morgan Stanley Inc. He is a

volunteer for the Allegheny County Special Olympics and the Greater Pittsburgh Literacy Council and is a member of the Pittsburgh Urban Magnet Project.

Mark DeSantis, Ph.D.

Mark is President and Co-founder of Mobile Fusion, Inc., a technology firm that builds portable sensor platforms for the military, law enforcement, and the US intelligence community. He was previously the US Managing Director of ANGLE Technology, PLC, a publicly traded venture capital and consulting firm. Prior to joining ANGLE, Mark co-founded, and was director to several technology firms in the US. He was also a Visiting Scientist at the Software Engineering Institute and Carnegie Mellon Research Institute. Prior to moving to Pittsburgh, Mark was the Director of Government Relations for Texas Instruments, Inc. Mark has served in a number of policy positions in the US federal government including as a Senior Policy Analyst in both The White House Office of Science and Technology Policy and the U.S. Department of Commerce in the Administration of George H. W. Bush.

Mark holds a BA and MBA from the University of Dayton, an MS in Technology Management from The American University and a Ph.D. in Public Policy from George Mason University.

Mark serves on the board of the Veterans Leadership Program of Western Pennsylvania, the advisory board of Sustainable Pittsburgh, and the board of the Opera Theater of Pittsburgh. He is the host of a local monthly radio program and a public policy columnist. He co-founded local non-profit organizations and advocacy groups whose mission is to improve the performance of local government and promote economic development in western Pennsylvania.

Don Elliott

Don Elliott is the Chief Operating Officer of Wesley Spectrum Services. In this capacity, he is responsible for finance, asset management, human resources, quality, strategic planning, public relations, information technology, vendor relationships, and facilities management. Prior to joining Wesley Spectrum Services, Elliott served as County Administrator for Lancaster County, Pennsylvania. There he directed the day-to-day operations of the 5th largest county in the Commonwealth of Pennsylvania. From 2002 to 2004, Elliott served as Director of the Global Hose Division of Eaton Corporation, a leading provider of electrical, fluid power, and truck drivetrain systems and components; automotive engine air management systems; and powertrain solutions worldwide. From 1995 to 2002, Elliott held several positions at Dana Corporation, a global leader in the design, engineering and manufacturing of value-add products and systems for automotive, commercial and off-highway vehicles. Prior to 2002, Elliott held several positions in the financial industry.

Elliott earned his MBA from the University of Virginia's Colgate Darden Graduate School of Business. He also received his BA in Economics from the University of Virginia. Elliott

currently serves on the boards of Federal Prison Industries (appointed by former President George W. Bush), and Bethlehem Haven.

Wendy Etheridge Smith, Ph.D.

Wendy Etheridge Smith, Ph.D. is the Director of Community Initiatives and Partnerships at United Way of Allegheny County. Prior to serving this position, she served as the Director of Policy and Planning in the Departments of Education and Public Welfare Office of Child Development and Early Learning. Dr. Smith is a developmental psychologist with expertise in evaluation and strategic planning. She is leading efforts to launch United Way's initiatives, which focus on identifying gaps in critical need areas and finding evidence-based programs to address those gaps.

Kristin Hughes

Kristin Hughes is an Associate Professor in the School of Design at Carnegie Mellon. Recurring themes in her research and professional practice focus on utilizing design methods as a catalyst for community and civic engagement. She is currently looking at the design of products that allow participants agency over their own learning space. They are invited as co-creators in the design process, a process that they may eventually engage and sustain on their own. Most recently, this question has led her to explore game design, examining learning processes and ways that play spaces provide a powerful platform for uninhibited learning.

Tom Joseph

Tom Joseph is the President and CEO of Bookminders, which provides outsourced accounting and information management services to businesses and non-profit organizations. Bookminders has been listed six times in the last seven years as one of the Pittsburgh 100 Fastest Growing Private Companies by the Pittsburgh Business Times. In 2000, Bookminders received the People Do Matter Award: Recognizing Innovation in Human Resources from the Pittsburgh Human Resources Association.

Patrick J. Kenny

Patrick Kenny is Vice President, Corporate Marketing at PPG Industries, Inc. headquartered in Pittsburgh, PA. He has been with PPG in various sales and marketing leadership roles domestically and internationally since 1980. Patrick earned his undergraduate degree in marketing at Indiana University and his master of business administration degree from the University of Pittsburgh Katz School of Business.

Karl Krieger – *Trustee Emeritus*

Karl Krieger is retired from Choptank Holdings. He grew the business and its predecessor, TransTech, from a single small plant in East McKeesport to a manufacturing and holding company with 400 employees. He is a general partner in the Pennsylvania Growth Fund and serves as an emeritus trustee of Shady Side Academy, as well as a partner in Pittsburgh Social Ventures Partnership.

Felix Brandon Lloyd

Felix Brandon Lloyd taught and served as Dean of Students at the SEED Public Charter School for five years, during which time he was named Washington, D.C.'s Teacher of the Year. As founder of the education consulting firm FB Lloyd & Associates, he developed curriculum for a GED program, led multiple educational enrichment programs, and taught for an honors academy in San Francisco, California. In 2007, Felix received a fellowship from Echoing Green, a seed funder which supports "the world's most outstanding social entrepreneurs and the organizations they launch," to start Skill-Life, Inc. Skill-Life uses online games and real-world rewards to teach tweens life skills such as financial literacy, nutrition, and citizenship! Since relocating to Pittsburgh, Skill-Life has gained support from Innovation Works AlphaLab, the Idea Foundry, the Heinz Endowments, the Grable Foundation, and the Tech Collaborative. Felix Lloyd has also been distinguished as one of Pittsburgh's "40 Under 40" for 2009.

Kathleen McCauley

Kathleen McCauley is a program officer for the Staunton Farm Foundation, which makes grants to nonprofit organizations working to improve mental health in the region. Prior to her work for the Foundation, she was an owner-operator of McCauley & Washburn, a firm specializing in program development and grant writing for community organizations, hospitals, universities and government agencies. Ms. McCauley previously served as a coordinator, grants and research, at Children's Hospital of Pittsburgh where she designed and implemented evaluations of programs to improve the health of children and families in Western Pennsylvania, and raised funds to launch new programs. She also has served as executive director of the Private Industry Council in Pittsburgh and Allegheny County.

Kiron Skinner, Ph.D.

Kiron Skinner is an expert in the area of international relations, U.S. foreign policy, and political strategy. She is director of Carnegie Mellon University's International Relations and Politics Program. Skinner is the W. Glenn Campbell Research Fellow at Stanford University's Hoover Institution and is an associate professor of international relations and political science at Carnegie Mellon. Skinner's government service includes membership on the U.S. Defense Department's Defense Policy Board (2001-2007) as an advisor on the wars in Iraq and Afghanistan, the Chief of Naval Operations (CNO) Executive Panel, and the National Security Education Board. She has co-chaired the CNO task forces on the Middle East and Africa. She also serves on the board of the Atlantic Council of the United States in Washington, D.C. She is a member of the Council on Foreign Relations in New York City and is a former fellow of CFR's Studies Department. Skinner is the coauthor, along with political scientists Serhiy Kudelia, Bruce Bueno de Mesquita, and Condoleezza Rice, of *The Strategy of Campaigning: Lessons from Ronald Reagan and Boris Yeltsin*. Additionally, she authored *Turning Points in Ending the Cold War*, a landmark work in international history featuring a collection of essays by leading American and Russian statesmen and scholars. She holds M.A. and Ph.D. degrees in political science and international relations from Harvard University and undergraduate

degrees from Spelman College and Sacramento City College. She is the recipient of an honorary Doctor of Laws degree from Molloy College on Long Island. Dr. Skinner currently serves on the Hoover Institution's Shultz-Stephenson Task Force on Energy Policy.

Sean W. Moran

Sean W. Moran is an attorney with Buchanan Ingersoll P.C. in Pittsburgh. He also has worked as an associate attorney in the Corporate and Securities Group at Pepper Hamilton LLP in Pittsburgh. He earned his law degree at University of Pittsburgh School of Law and his master of business administration degree from the University of Pittsburgh Katz School of Business.

Stewart B. Barmen

Stewart Barmen is PC of Counsel with Frank, Bails, Murcko, Gubinsky & Gale. Stewart served as Chairman of Buchanan Ingersoll & Rooney, PC's Family Law Section from May 1990 through December 2001, was a shareholder with Rothman Gordon, PC from March 1980 through May 1990, a partner with Raphael Sheinberg & Barmen, PA from January 1970 through March 1980, and an Associate with Sheinberg, Raphael & Sheinberg from March 1965 through January 1970.

Stewart has been a frequent lecturer and author for the Pennsylvania Bar Institute's Family Law Section. He holds many professional memberships, including Chairman of the Family Law Tax Committee, Pennsylvania Bar Association, Chairman of Family Law Section and others. Stewart currently serves on the Western Pennsylvania Hospital Foundation, Fallingwater Advisory Committee, Western Pennsylvania Conservancy, and the Florida West Coast Public Broadcasting, Inc. He serves as President of the Metropolitan Condominium Association (Pittsburgh), and is Treasurer of Veinte Condominium Association (Florida).

Suzannah Maduro

Suzannah Maduro joined the Datavibes business development team, bringing her broad-based experience in program management and business development over a diverse cross-section of industries. As a result of her work in talent acquisition in finance and technology, in addition to her experience in helping develop a regional plan for attracting business to the area, she has earned considerable trust among the local business community, based on her ability to develop profitable business synergies. Suzannah also worked with a large regional technology company in a business development role.

Suzannah is active in intentions that further Pittsburgh's development as a center for emerging industries.

Ron Porter

Ronald D. Porter is the founder and President of RDP Consulting Services since 1983. Since 1992 he has served as an adjunct instructor of multicultural management at Carnegie Mellon University's Heinz School of Public Policy and Management. He services on many boards including the Pressley Ridge Schools; Transitional Services, Inc., and the Homeless Children's Education Fund. He is currently (2008) serving as a senior consultant to the Pittsburgh Penguins hockey team, with a primary focus on strategic planning and community relations.

I. K-8 schools will be performing at levels consistent with more affluent suburban districts

90% of students proficient in math	PSSA Math	90% of students at Propel 3 years proficient or advanced
90% of students proficient in reading	PSSA Reading	90% of students at Propel 3 years proficient or advanced
Student are on track after they leave Propel	Documentation	4 years after completing 8 th grade, 90% of students have graduated from high school.

II. K-8 schools will be having demonstrable success with students across the ability spectrum

90% of students showing expected growth on nationally normed math assessment	MAP	90% of students showing expected RIT growth from fall to spring NWEA MAP math assessment
90% of students showing expected growth on nationally normed reading assessment	MAP	90% of students showing expected RIT growth from fall to spring NWEA MAP reading assessment

III. K-8 schools will be offering expanded opportunities aimed at mitigating the exposure gap that divides children from resource poor families from their more affluent peers

All students have broad exposure as part of the school day	Documentation	Opportunities are expansive and participation is universal
80% of students engaged in cultural/service/educational activities beyond the school day	Documentation	% of students participating in activities in each category after school, on weekends or during the summer
80% of families participating in cultural/service/educational activities beyond the school day	Documentation	% of families participating in activities in each category after school, on weekends or during the summer
80% students are finding personal passions	Demonstration and Documentation	% of students able to talk about a personal passion and following through with activity related to a personal passion by grade 8
Indicator Relating to Wellness and Health of Students		

IV. Schools will be great places for adults to work

Teachers are choosing to remain	Documentation	90% retention of faculty and staff that we want to remain
Teachers are relocating to work at Propel	Documentation	Some teachers are relocating just to work at Propel (w/o family connection)
Teachers are being promoted to leadership	Documentation	At least 3 teachers promoted to leadership every two years
Teachers are satisfied	Survey	New survey being developed

V. Conditions for Success

Families are happy	Survey	90% of families give school A or B
Families recognize school as safe	Survey	90% of families feel school is safe
Schools are full	Documentation	Waiting list at every grade on July 1
Students are staying	Documentation	90% within year retention and 90% summer retention
School is operating consistent with powerful practices	Documentation/Survey	Rigor/Caring/and other Dimensions being identified

VI. High schools will be retaining and graduating students who are college/post-secondary ready

All graduates complete an internship	Documentation	Every graduate has completed an internship
All graduates are grounded in the community and are making a difference in it	Documentation	Every graduate has completed 160 hours of community service
75% of students stay and graduate with a strong plan for the future	Documentation	75% of students entering a Propel high school will graduate with an exemplary personal learning plan
90 % of student are on track after they graduate from Propel	Documentation/Survey	5 years after graduating, 90% of students have completed a post-secondary program or are gainfully employed
School is meeting state expectations for performance	State Testing	School is meeting whatever performance expectations exist on state tests

VII. High schools will be having demonstrable success with students across the ability spectrum

90% of students showing expected growth on nationally normed math assessment	MAP	90% of students showing expected RIT growth from fall to spring NWEA MAP math assessment
90% of students showing expected growth on nationally normed reading assessment	MAP	90% of students showing expected RIT growth from fall to spring NWEA MAP reading assessment

VIII. High schools will be offering expanded opportunities aimed at mitigating the exposure gap that divides children from resource poor families from their more affluent peers

All students have broad exposure as part of the school day	Documentation	Opportunities are expansive and participation is universal
80% of students engaged in cultural/service/educational activities beyond the school day	Documentation	% of students participating in activities in each category after school, on weekends or during the summer
80% students are finding personal passions	Demonstration and Documentation	% of students at Propel more than a year are able to talk about a personal passion and following through with activity related to a personal passion
Indicator Relating to Wellness and Health of Students		

IX. Schools will be great places for adults to work

Teachers are choosing to remain	Documentation	90% retention of faculty and staff that we want to remain
Teachers are relocating to work at Propel	Documentation	Some teachers are relocating just to work at Propel (w/o family connection)
Teachers are being promoted to leadership	Documentation	At least 3 teachers promoted to leadership every two years
Teachers are satisfied	Survey	New survey being developed

X. Conditions for Success

Families are happy	Survey	90% of families give school A or B
Families recognize school as safe	Survey	90% of families feel school is safe
Schools are full	Documentation	Waiting list at every grade on July 1
Students are staying	Documentation	90% within year retention and 90% summer retention
School is operating consistent with powerful practices	Documentation/Survey	Rigor/Caring/and other Dimensions being identified
Students are getting hopeful	HOPE study	???
Graduates are staying connected with Propel	Documentation	90% of graduates have annual contact with Propel
All students have a support network	Documentation	Every student at Propel more than a year has an active support network
Students are on track to graduate	Documentation	% of students are completing requirements to progress from grade to grade

Woodland Hills board votes down charter renewal for Propel East

Chief says hearing planned

Wednesday, November 25, 2009
 By Eleanor Chute, Pittsburgh Post-Gazette

On state tests last spring, more than 70 percent of students at Propel East Charter School in Turtle Creek scored at or above proficient in math and reading.

So it came as a surprise to Jeremy Resnick, executive director of Propel Schools, when the Woodland Hills School Board this month voted, 5-2, against renewing the charter of the school, which is in its fifth year with 396 students in kindergarten through eighth grade.

"There is absolutely no reason for the Woodland Hills School Board not to renew the charter," Dr. Resnick said.

The board plans to conduct a hearing, likely in February, and then vote again, said district Superintendent Walter Calinger.

Dr. Calinger provided a written report to the school board saying that Propel does not meet five reasons under legislative intent for charter schools and that the district's test scores "equal or surpass those at Propel."

That statement is at odds with state math and reading test scores released by the state Department of Education.

State tests in math and reading cover grades 3 through 8; 71.9 percent of Propel East students scored proficient or better in reading and 78.7 percent did so in math in the spring, when Propel had students from kindergarten through grade 7.

In regular public schools in Woodland Hills, 56.5 percent of children in grades 3 through 5 scored proficient or above in reading and 67.5 percent in math.

In grades 6 through 8, the figures were 52.5 percent proficient or better in reading and 50.8 percent in math in the spring.

The performances of all schools can be found at <http://paayp.emetric.net>.

Dr. Calinger said that looking at grade spans masks the areas in which Woodland Hills is achieving better.

He said it also should be considered that Woodland Hills has a higher percentage of black students than Propel does, putting the district at 64 percent black, with the remaining white and other. Dr. Resnick said Propel East is 61 percent white, 28 percent black and 10 percent multi-racial.

State test results show Propel students scored higher than those in Woodland Hills district schools in 54 of 60 subgroups the state counted for both in grades 3 through 7 for math or reading. The six exceptions were white students in grade 3 in reading and grades 5 and 6 in math; girls in grade 6 in math; and black students in grade 6 in math and reading.

While there was no black subgroup for grade 3 at Propel, Propel black students outscored Woodland Hills black students at every grade level except grade 6.

When Propel East was proposed, the Woodland Hills School Board voted against it. But the state Charter School Appeal Board ruled in favor of Propel. The charter will expire at the end of this school year.

The state charter school law provides six reasons for not renewing a charter, including material violations of the charter, failure to meet required curriculum standards, fiscal mismanagement, conviction of fraud and various other legal violations.

Mr. Calinger is looking at the one that says "violation of provisions of this article" to allege that the school has not met five items in legislative intent, as listed in the law, including improving pupil learning, offering expanded choices and encouraging the use of different and innovative teaching methods.

Dr. Calinger's information to the board also stated that Propel is "selective." Propel's students are chosen by lottery.

Dr. Calinger's information also included a "potential comparison" of the Woodland Hills Academy --which opened this year with more than 300 children in kindergarten through grade 6 and also uses a lottery for enrollment -- and Propel East, located less than a mile from the academy.

On more than three pages, all of the items for the academy were checked and all of those for Propel East were blank.

Dr. Calinger said that doesn't mean that Propel East lacks all of the points, but he wants the two schools to be compared. The points range from requiring students to wear blazers to particular software programs to types of programs.

In his note to the board, Dr. Calinger wrote, "If you do some comparing and contrasting of these two schools, you will find that Propel East is sadly lacking and thus surely does not provide expanded educational opportunities to Woodland Hills students."

Propel Schools Superintendent Carol Wooten, said, "We don't have blazers or a swimming pool, but we have higher test scores, more opportunities for kids. There are 500 kids on the waiting list."

Propel Schools operates four other charter schools in other districts in Allegheny County and plans to open a sixth, Propel Braddock Hills, also in the Woodland Hills School District next fall.

The Woodland Hills board rejected that application, but the state Charter School Appeal Board overrode that.

Students do not pay tuition to attend charter schools, but home districts must pay a fee set by the state. Last year, Woodland Hills reported paying about \$4.4 million for its students to attend Propel schools.

Education writer Eleanor Chute can be reached at echute@post-gazette.com or 412-263-1955.

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First published on November 25, 2009 at 12:00 am



Propel Schools: STRATEGIC PLAN 2010

Propel is a not-for-profit school organization whose mission is to catalyze the transformation of public education so that all children have access to high performing public schools.



I. Introduction

Propel's schools benefit the students who attend them — while at the same time providing resources for others making change and offering a constant challenge to the region's public education systems to reach higher and do better.

Since 2003, Propel has been operating a growing, high performing, and continuously improving group of public charter schools in Allegheny County. These schools serve a diverse student population that brings with it the full range of challenges that urban public schools face.

Propel's schools benefit the students who attend them — while at the same time providing resources for others making change and offering a constant challenge to the region's public education systems to reach higher and do better. The transformation of the larger public education system is a monumental challenge that cannot be met by privately funded supplemental programs or sustained by advocacy only. Propel operates its schools on the belief that:

- The schools will transform the life prospects of those who attend them
- The educators creating the success in its schools are a critical resource for those working on transformation in the larger system
- Establishing a *competitive dynamic* in public education is a critical way to provide the region's public schools with sustained incentives for the hard work of continuous self improvement.

To give substance to these beliefs and achieve Propel's mission, we have defined two strategies:

- **School Strategy.** Operate a growing system of high performing, continuously improving public schools in Southwestern Pennsylvania.
- **Leverage Strategy.** Support efforts of others to transform the larger public education system so that all children have access to high performing schools.



These two strategies are intertwined. While the *Leverage Strategy* has the potential to impact many more children than the operation of a relatively small number of schools, Propel's ability to pursue that strategy depends critically on the progress and success of the *School Strategy*. Consequently, most of the organization's resources are committed to operating a non-geographic school district in Southwestern Pennsylvania that blends the most effective elements of current school district governance with the innovative potential and entrepreneurial spirit of small, independent schools. As it goes about this task, however, efforts are made to maximize the extent to which other educators can and do use Propel as a resource in their transformative work. Propel also seeks to make its experience a resource to policymakers working to increase access to high performing schools.

II. Current Status

A. SCHOOL STRATEGY



Propel is having a significant positive impact on the population that it serves, and despite the impact of poverty, is delivering tremendous results.

1. Growth Pattern. Propel has become the largest, fastest-expanding set of charter schools in Pennsylvania with the highest levels of student achievement among Pennsylvania public school districts serving high poverty areas. The first school opened in 2003 with 180 children, occupying a small hospital basement. In 2009, more than 1,700 K–11 students attend five newly renovated facilities in Homestead, McKeesport, Montour, Munhall, and Turtle Creek. Propel will open a sixth school in Braddock Hills, serving students in grades K–12, in fall 2010.

2. Student Profile. Across all its schools, 75% of students qualify for the federal free/reduced cost lunch program, 65% are a minority and 15% have special needs. Propel is having a significant positive impact on the population that it serves, and despite the impact of poverty, is delivering tremendous results. The most recent data on Pennsylvania state tests confirms Propel's success: Propel had the highest levels of student achievement among the 20 Pennsylvania school districts serving high concentrations of students living in poverty (70% or greater).

3. Performance Success. Propel is dramatically outperforming the district run schools where most of its students live. Students are 22% more likely to be at grade level than their peers in these districts — up from a 14% advantage in the prior year. Propel students are also on track to outperform students in more affluent Allegheny County districts within a year or two. Propel's African American and economically disadvantaged students performed significantly better than the typical student (regardless of race or family affluence) in Pittsburgh, Woodland Hills, and other school districts where Propel students live.

Compared to the seven school districts from which Propel draws most of its students:

- African American students were 32% more likely to be at grade level if attending Propel;
- Economically disadvantaged students were 28% more likely to be at grade level if attending Propel.

See attached document for complete **Highlights of Student Results**.

4. Fulfilling a Need. Propel is filling a community need for a high performing school option where there otherwise may be little or no choice. Over 92% of Propel parents are satisfied with their school, compared to just 74% of parents in national public school surveys. Because Propel parents rate the schools so highly, and students are succeeding, increasing numbers of families want their children to attend a Propel school. As of August 2009, over 1,500 children were on Propel's waiting lists. Propel has become both a regional asset and a national model, providing measurable evidence of how innovative public schools can expand opportunity for children and families and can revitalize communities.

5. Governance. Propel operates as regional federation of charter schools governed by a single, diverse and experienced Board of Trustees. The Board has adopted a set of operating principles that move discussion toward a strategic level while still meeting legal requirements for Board involvement in public agency actions of a non-strategic nature. The Board operates in a collegial manner with six meetings scheduled annually. Propel's Board is clearly observing the boundaries of governance and management while providing the consistent direction missing in many local school boards with politically selected membership.



Choice creates
competition, and
competition raises the
bar for all involved.

6. Program. Propel's four K-8 schools feature high performance and a research-driven design. This design was developed during the spring of 2002 by experienced educators and vetted through a review process that included a blue-ribbon panel of academics and practicing educators. Propel is continually revising and improving the design based on the experience teachers are having in their daily practice, and a distinguished Education Advisory Panel is part of an annual review and improvement process.

All schools include increased time for learning (six full hours of instruction daily including, 190 days of school each year), rigorous academic expectations, and a powerful Creative Arts program that has students regularly interacting with practicing artists from the community. The intensive professional development this program requires is facilitated by a 220 day work year for education staff (providing more than 20 additional days beyond what is available to school districts) and coaches who are in classrooms working with teachers. Propel has adopted a set of Indicators for School Success, and the data necessary to track progress against these indicators is collected regularly. Propel has recently identified six "Promising Principles" that it believes are central to its schools' success.

7. Expansion to High Schools. Propel operates a single high school currently in its second year. The high school model is under active development with support from Minnesota based EdVisions. It features a project-based pedagogy with multi-age advisories meant to foster the strong relationships that are an essential element of Propel's success.

8. Leadership Pipeline. Propel has strong leadership and a strong leadership pipeline. The opportunity to work in an environment that offers unparalleled access to professional development and to work for an organization that places social justice at the core of what it does is attracting and holding a first rate instructional team.

B. LEVERAGE STRATEGY

1. A Resource for All Educators. The success of Propel's schools is beginning to be more widely noticed, and, more and more, educators working elsewhere who are engaged in efforts to reform and improve public schools are looking to Propel as a resource for what they are doing. Propel run conferences have attracted public school educators from a number of Western Pennsylvania school districts, and administrators and teachers from other districts are visiting Propel's schools. Propel leadership actively engages with other public school leaders, participating in the Superintendent's Forum, the Principal's Academy, programs at the Allegheny Intermediate Unit, and in other regional public school efforts.

Efforts to participate fully in policy discussions at the state level are still in their infancy. A series of policy papers began appearing in 2009, and Propel leadership is taking a more active role in building statewide support for quality charter schools.

2. Improvement Through Constructive Competition. Propel's existing schools are all charter schools—which are schools of choice. Choice creates competition, and competition raises the bar for all involved. And because Propel's schools are in or near communities of poverty where many families lack realistic options for their children, Propel is creating an educational marketplace where there previously has not been one. This constructive competition is a constant pressure on Propel and on the school districts to remain responsive to student and family needs. School districts have responded by introducing full day Kindergarten, lengthening the school day, and adopting new reading and after school programs. The Woodland Hills School District's decision to open the Woodland Hills Academy in 2009 was a direct response to competition from Propel.

III. The Next Five Years

Propel remains deeply committed to a mission of social justice. The organization's strategy is to provide high performance schooling options to families that would not otherwise have them.

SCHOOL STRATEGY

Goal 1: Ambitious Performance Targets. Move existing K-8 schools to performance targets that reflect:

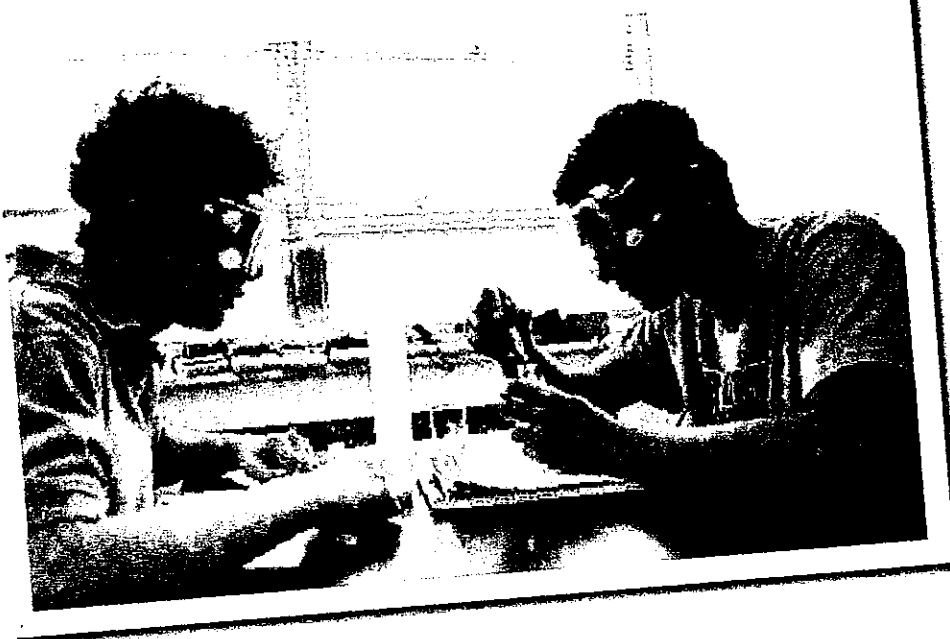
- Performance at levels consistent with more affluent suburban districts; and
- Demonstrable success with students across the ability spectrum; and
- Mitigation of the exposure gap dividing children from less affluent families from their more affluent peers.

Comments: Despite the existing success in its schools, Propel is committing itself to significant improvements in its existing schools. In prioritizing its goals, Propel is making these improvements in existing schools its number one priority.

Goal 2: Growth. Double the number of children in Propel operated schools to 3,400 and make high performance schools more available to families who would otherwise lack access to them.

Comments: In addition to expanding the organization's impact, growth contributes to Propel's vibrancy and creates career opportunities for ambitious teachers and staff. But while growth is needed, it must be done in a way that does not impede efforts at continuous improvement in existing schools. Because Propel uses a "colonization" strategy when opening new schools—a strategy that moves teachers and leadership out of existing schools to accelerate the establishment of Propel culture in the new school—growth does have a direct impact on existing schools. However, given Propel's expected size over the coming few years, opening up three schools in two years is reasonable and sustainable.

While Propel is de-emphasizing competition as a primary vehicle for impacting and creating change in the larger public education system, it is not abandoning it. Where possible, Propel will seek to grow in ways that increase market share and enhance competitive impact. This means opening new schools near existing schools when demand and politics permit it.



Propel remains deeply committed to a mission of social justice. The organization's strategy is to provide high performance schooling options to families that would not otherwise have them. While these families are not exclusively of limited financial means, Propel is committed to ensuring that these families have disproportionate access to its schools. This commitment is considered when locating new schools, marketing existing schools, and making programmatic decisions.



**Propel commits
itself to maintaining
and enhancing its
reputation as a very
desirable place to
work for strong
teachers with a
commitment to social
justice.**

Goal 3: Establish a School Cluster Model. Centralize Propel's administrative office functions so that high touch support continues to be available to a growing number of schools.

Comments: A significant contributor to Propel's success is a powerful support function. School leaders have direct access to organizational leadership and central office educational leadership have personal connections to both faculty and children in each building they are supporting. This seems possible only when the schools in a supported cluster are few (certainly <7) and geographically accessible (within a 30 minute drive from the office).

As Propel adds schools in the Pittsburgh region, it will be necessary to divide the schools into more than one cluster and organize the central office staff so that schools in each cluster continue to have the kind of strong, high touch support that schools currently have.

Goal 4: High School Expansion. Establishing a cluster of at least three high schools implementing a common model and operating with success.

Comments: Those supporting a school also need to be deeply conversant in the school model and culture, so having a central support team dedicated to a cluster implementing the same program is ideal; this is only possible where there are multiple schools operating the same program. A priority is creating a cluster of high

schools (at least 3) implementing a common model so that the

existing high school is not standing alone. Propel will continue with its emerging and unique twist on the EdVision high schools model. Success targets are attached.

Goal 5: Powerful Practices. Developing the "Promising Principles" that are central to Propel's success and documenting specific implementation steps as "Powerful Practices" that have set Propel Schools apart.

Comments: Both growth with quality and continuous improvement at existing schools require Propel to more clearly articulate the powerful practices and underlying beliefs that lead to success.

Goal 6: Continued Commitment to Our Community. Providing low-income families with disproportionate access to Propel's programs.

Comments: As Propel's reputation grows, there is increasing competition for seats and other resources. Propel recommits itself to ensuring that families with fewer resources are not pushed out in that competition.

Goal 7: Continued Commitment to Teachers. Providing them with opportunities and support that make Propel a premier place to work.

Comments: The success of schools depends on the teachers who are with children every day. Propel commits itself to maintaining and enhancing its reputation as a very desirable place to work for strong teachers with a commitment to social justice.

B. LEVERAGE STRATEGY

Propel is becoming a resource for teachers, principals and others who are working directly to transform learning in the schools where they work

Goal 1: Increase the Community of Educators Connected to Propel. Establishing Propel as a resource.

Comments: Propel is becoming a resource for teachers, principals and others who are working directly to transform learning in the schools where they work. As a means of creating catalytic impact, Propel should fully embrace this role and take actions which increase the number of educators using Propel as a resource and deepen their connection with Propel. Propel has a good foundation on which to build: efforts like the recent Technology Conference, Powerful Practices documentation, and EPIC case studies; many visitors who are touring our schools, and many others who are hearing or reading about Propel.

Goal 2: Legislative Advocacy. Lead and support efforts to change state policy to increase the availability of high performance school options.

Comments: Public education is run largely according to rules laid down in the state capital, and changes in these rules can have transformative impact. Changes in the ground rules for choice, how schools are funded, and graduation requirements (to name just a few) can have a powerful impact on what children experience at school. Propel can build on the credibility its track record provides to cultivate an audience among those directly shaping state policy.

Goal 3: Awareness. Build broader awareness and appreciation of Propel's activities, successes and impact.

Comments: Propel is beginning to be recognized as a model system of schools with the capacity to open high performing schools where needed and operate them successfully. Broader awareness of and appreciation for what Propel is accomplishing is critical to success of Propel's efforts to impact and transform public education.





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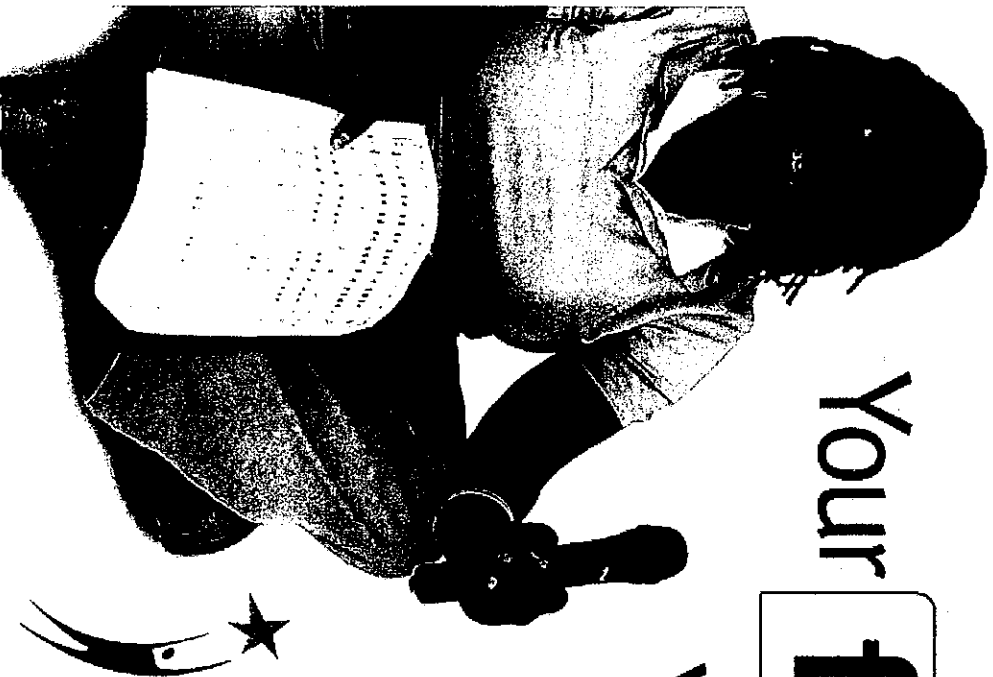
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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Propel Budget Narrative** Pages: **7** Uploaded File: **Budget Narrative - FINAL.pdf**

Propel Schools Budget Narrative

Revenue

This is a five-year request for \$4,104,475 from the U.S. Department of Education.

The Propel Foundation will provide the required matching funds, equal to 25% percent of the federal grant amount requested, with money it has raised from private sources. The matching funds provided are \$215,000 in year 1, \$215,000 in year 2, \$215,000 in year 3, \$215,000 in year 4, and \$198,750 in year 5 for a total of \$1,058,750.

Expenditures from Federal Funds

Note: This budget narrative assumes that the grant period will begin on October 1, 2010.

Year 1

Personnel (\$122,500)

Director of Expansion and Replication	\$60,000
Implementation Coach	\$15,000
Outreach Coordinator	\$22,500
Director of Model Implementation	\$25,000

Personnel costs include a director of expansion and replication to oversee the development of new Propel schools and an outreach coordinator who will assist in establishing community support for each proposed school, promoting the school to prospective families, and activities surrounding the school's opening. These two central office positions will be filled January 1, 2010 so only $\frac{3}{4}$ of the annual salary is budgeted for year one and will continue for the duration of the project. In addition, an implementation coach will lead teacher training and implementation of the Propel model at each Pennsylvania school. A principal-level director of model implementation will serve full-time at the Delaware turnaround site, providing greater oversight to compensate for the fact that Propel's experienced central office staff will not be on site in Delaware as regularly as they can visit Propel's Pennsylvania schools and interact with staff there. The implementation coach and director of model implementation will begin work on July 1, 2011; therefore one-quarter of their full-year salary is budgeted for year 1.

Fringe Benefits (\$44,100)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage.

Travel (\$13,000)

This line item covers travel costs for Propel central office staff and professional development instructors who will travel to Delaware for the purpose of planning and

professional development delivery at the turnaround school site. It also includes travel costs related to the annual U.S. Department of Education grantee conference.

Equipment (\$94,403)

Computers for 10 new classrooms (since the new Pennsylvania to open in fall 2011 is expected to have 10 classrooms to serve grades 9-10) and for a computer lab, plus notebook computers for each teacher.

Supplies (\$477,000)

Math Books	\$116,000
Literacy Books	\$224,000
Special Education Books	\$ 70,000
Other Supplies	\$ 67,000

Instructional books and materials for math, literacy and special education to equip the new Pennsylvania school and to support academic improvement efforts at the turnaround site. The “other supplies” line item will cover costs of disseminating information to local communities to establish local support, along with initial school supplies.

Contractual (\$85,000)

School Development - Marketing	\$20,000
Facility Evaluation and Selection	\$10,000
Training and Planning	\$55,000

The \$20,000 school development item covers contracted services to develop a marketing plan for the establishment of community support and rollout of the new school. This category also includes the development of printed materials for distribution to prospective parents and students. The facility evaluation line item refers to the costs associated with architectural and engineering fees entailed in selecting and designing a new facility. Finally, \$55,000 is reserved for planning and professional development at the partner charter school in Delaware. The Propel Foundation will provide training to the Delaware charter school for 10 two-day sessions with a team of two coach-level teachers.

Year 2

Personnel (\$289,400)

Director of Expansion and Replication	\$ 83,200
Implementation Coach	\$ 15,000
Implementation Coach	\$ 60,000
Outreach Coordinator	\$ 31,200
Director of Model Implementation	\$100,000

The director of expansion and replication and the outreach coordinator will continue to serve throughout the project. Two implementation coaches, one located at each new Pennsylvania school, will lead teacher training and implementation of the Propel model; the second implementation coach will begin work in July 2012, since the second school is to open in fall 2012. The principal-level director of model implementation will serve full-time at the Delaware turnaround site for its first two years of operation.

Fringe Benefits (\$104,183)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage.

Travel (\$12,000)

This line item covers travel costs for Propel central office staff and professional development instructors who will travel to Delaware for the purpose of planning and professional development delivery at the turnaround school site. It also includes travel costs related to the annual U.S. Department of Education grantee conference.

Equipment (\$57,000)

Computers for ten new classrooms at the school scheduled to open in fall 2012 (this should be an elementary-middle school starting with two classrooms in each of grades K-4) and for a computer lab, plus notebook computers for each teacher.

Supplies (\$272,000)

Math Books	\$ 58,000
Literacy Books	\$112,000
Special Education Books	\$ 35,000
Other Supplies	\$ 67,000

Instructional books and materials for math, literacy and special education to equip the new Pennsylvania school. The “other supplies” line item will cover costs of disseminating information to local communities to establish local support, along with initial school supplies.

Contractual (\$85,000)

School Development - Marketing	\$20,000
Facility Evaluation and Selection	\$10,000
Training	\$55,000

As in year 1, the \$20,000 school development item covers contracted services to develop a marketing plan for the establishment of community support and rollout of the new school; the facility evaluation line item refers to the costs associated with architectural and engineering fees entailed in selecting and designing a new facility; and \$55,000 is reserved for planning and professional development at the partner charter school in Delaware.

Year 3**Personnel (\$218,400)**

Implementation Coach	\$ 15,600
Implementation Coach	\$ 62,400
Implementation Coach	\$ 62,400
Director of Model Implementation	\$ 78,000

Three implementation coaches, one located at each new Pennsylvania school, will lead teacher training and implementation of the Propel model; the third implementation coach

will begin work on July 1, 2013, approximately two months prior to opening of the third new school. The principal-level director of model implementation will serve full-time at the Delaware turnaround site through June 30, 2013.

Fringe Benefits (\$81,617)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage.

Travel (\$5,000)

Travel costs for professional development at the Delaware site decrease for year 3 as the Delaware school expands its local resources. Travel to the annual U.S. Department of Education grantee conference continues.

Equipment (\$215,812)

Classroom furniture and computers for ten new classrooms at the school scheduled to open in fall 2013 (this should be an elementary-middle school starting with two classrooms in each of grades K-4) and for a computer lab, plus notebook computers for each teacher.

Supplies (\$272,000)

Math Books	\$ 58,000
Literacy Books	\$112,000
Special Education Books	\$ 35,000
Other Supplies	\$ 67,000

Instructional books and materials for math, literacy and special education to equip the new Pennsylvania school. The “other supplies” line item will cover costs of disseminating information to local communities to establish local support, along with initial school supplies.

Contractual (\$58,000)

School Development - Marketing	\$20,000
Facility Evaluation & Selection	\$10,000
Training	\$28,000

As in years 1 and 2, the \$20,000 school development item covers contracted services to develop a marketing plan for the establishment of community support and rollout of the new school; the facility evaluation line item refers to the costs associated with architectural and engineering fees entailed in selecting and designing a new facility; and \$28,000 is reserved for planning and professional development at the partner charter school in Delaware.

Year 4

Personnel (\$318,422)

Director of Expansion and Replication	\$ 89,989
Implementation Coach	\$ 16,224
Implementation Coach	\$ 64,896
Implementation Coach	\$ 64,896
Implementation Coach	\$ 48,672
Outreach Coordinator	\$ 33,745

The director of expansion and replication and the outreach coordinator will continue to serve throughout the project. Three implementation coaches, one located at each new Pennsylvania school for its first three years of startup and operation, will lead teacher training and implementation of the Propel model. The separate part-year line items indicate that the first new school will have its implementation coach only through June 2014, but that the school scheduled to open in fall 2014 will receive an implementation coach as of July 1.

Fringe Benefits (\$114,632)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage.

Equipment (\$57,000)

Computers for ten new classrooms at the school scheduled to open in fall 2014 and for a computer lab, plus notebook computers for each teacher.

Supplies (\$272,000)

Math Books	\$ 58,000
Literacy Books	\$112,000
Special Education Books	\$ 35,000
Other Supplies	\$ 67,000

Instructional books and materials for math, literacy and special education to equip the new Pennsylvania school. The “other supplies” line item will cover costs of disseminating information to local communities to establish local support, along with initial school supplies.

Contractual (\$30,000)

School Development - Marketing	\$20,000
Facility Evaluation and Selection	\$10,000

As in years 1 through 3, the \$20,000 school development item covers contracted services to develop a marketing plan for the establishment of community support and rollout of the new school; the facility evaluation line item refers to the costs associated with architectural and engineering fees entailed in selecting and designing a new facility.

Year 5

Personnel (\$331,159)

Director of Expansion and Replication	\$ 93,588
Implementation Coach	\$ 16,873
Implementation Coach	\$ 67,492
Implementation Coach	\$ 67,492
Implementation Coach	\$ 50,619
Outreach Coordinator	\$ 35,095

The director of expansion and replication and the outreach coordinator will continue to serve throughout the project. Three implementation coaches, one located at each new Pennsylvania school for its first three years of startup and operation, will lead teacher training and implementation of the Propel model. The school that opened in fall 2012 will no longer have an implementation coach after June 30, 2015, but the school scheduled to open in fall 2015 will receive an implementation coach as of July 1.

Fringe Benefits (\$119,217)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage.

Equipment (\$53,800)

Computers for ten new classrooms at the school scheduled to open in fall 2015 and for a computer lab, plus notebook computers for each teacher.

Supplies (\$271,830)

Math Books	\$ 58,000
Literacy Books	\$112,000
Special Education Books	\$ 35,000
Other Supplies	\$ 66,830

Instructional books and materials for math, literacy and special education to equip the new Pennsylvania school. The “other supplies” line item will cover costs of disseminating information to local communities to establish local support, along with initial school supplies.

Contractual (\$30,000)

School Development - Marketing	\$20,000
Facility Evaluation and Selection	\$10,000

As in years 1 through 4, the \$20,000 school development item covers contracted services to develop a marketing plan for the establishment of community support and rollout of the new school; the facility evaluation line item refers to the costs associated with architectural and engineering fees entailed in selecting and designing a new facility.

Expenditures from Non-Federal Funds

Year 1

Equipment (\$215,000)

Classroom furniture for ten new classrooms, cafeteria furniture, and administration office furniture. Computerized smartboards for ten new classrooms and instructional software.

Year 2

Equipment (\$215,000)

Classroom furniture for ten new classrooms, cafeteria furniture, and administration office furniture. Computerized smartboards for ten new classrooms and instructional software.

Year 3

Personnel (\$118,976)

Outreach Coordinator \$ 32,448

Director of Expansion and Replication \$ 86,528

The director of expansion and replication and the outreach coordinator will continue to serve throughout the project.

Fringe Benefits (\$39,936)

Benefits are calculated at 36% of salaries and include comprehensive medical, dental and vision coverage

Equipment (\$56,188)

Cafeteria furniture, and administration office furniture. Computerized smartboards for ten new classrooms and instructional software.

Year 4

Equipment (\$215,000)

Classroom furniture for ten new classrooms, cafeteria furniture, and administration office furniture. Computerized smartboards for ten new classrooms and instructional software. Travel for annual grantee conference.

Year 5

Equipment (\$198,750)

Classroom furniture for ten new classrooms and cafeteria furniture. Computerized smartboards for ten new classrooms and instructional software. Travel for annual grantee conference.